



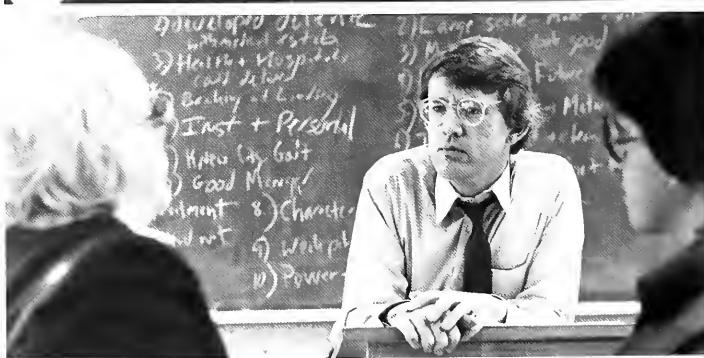
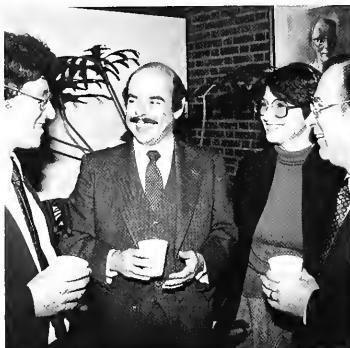


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Brandeis University Heller Graduate School





Programs, requirements, fees and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

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## Focus and Objectives of the School

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Founded in 1959 as Brandeis' only professional graduate division, the Heller School represents an educational commitment to provide motivated and creative individuals with effective skills necessary to make a significant contribution to the nation's human services system. The School's integrated, multidisciplinary approach to social policy and management fosters a comprehensive and practical training for contemporary public leaders.

The Heller School offers both a Doctoral Degree in Social Policy Analysis and a Master's Degree in the Management of Human Services. The School seeks outstanding candidates from a variety of backgrounds but is most interested in professionals in the formative period of their career development who will receive long-term benefits from their education and who will contribute to the human services after their graduation. Students in both programs are selected for their record of academic excellence and professional achievement and for their commitment to careers in the public, private and voluntary sectors.



The faculty represents a range of social science disciplines and related professions, including well-known scholars and experienced practitioners in major human services areas: aging, health, employment and income maintenance, children's and family services, long-term care, mental health, alcoholism, and developmental disabilities. The balance between academic scholars and practicing managers has become one of the hallmarks of the School's educational programs. Their interdisciplinary approach combines theoretical and practical perspectives capable of capturing the complexities of social issues and organizations.

At Heller, students have opportunities to work closely with faculty and research staff in a personalized atmosphere of mutual respect. Small classes encourage broad participation and provide students a chance to take a reflective approach to social issues while they develop the rigorous analytical skills and practical knowledge necessary for effective leadership. Flexibility of thinking and the ability to generate new ideas and valid approaches to problems are the School's educational goals. At Heller, the theoretician and the practitioner work hand-in-hand.

At a national center for research and analysis in a number of social policy areas, Heller students benefit from close association with an expert research staff. Research faculty conduct more than 25 different projects in a wide range of areas, and participate in the School's educational programs, offering courses in their specialized areas. Students actively participate in many of the research projects and are kept current with the most recent developments and findings pertaining to many complex social issues. The Heller School provides students the resources of a large research institution with the sense of community of an intimate educational setting.

The Heller School's mission has not changed since its foundation. Then, as now, faculty and students address major social problems as they emerge. The public leaders of the 1980s, however, face an environment that has changed substantially over the past twenty years. New social policies must take into account the growing interrelation between public and private welfare systems and the necessity to create a social protection system that meets society's needs, and the ability to manage that system effectively. Part of the Heller School's vitality has been its ability to respond creatively to new challenges. Today, the Heller School has the capacity to train analysts and managers for the human services of tomorrow.

Brandeis University does not discriminate against any applicant on the basis of race, color, religion, sex, age, national origin, or the presence of any handicap. The University operates under an affirmative action plan and encourages minorities and women to apply. Inquiries concerning discrimination under Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 may be referred to the Affirmative Action Officer, Gryzmish 201, Brandeis University and/or to the Director for Civil Rights, U.S. Department of Education, Washington, D.C.

# Officers of Instruction

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<b>Stuart H. Altman</b> PhD, University of California Los Angeles Dean and Professor	<b>Peter Goldmark</b> PhD, Harvard University Adjunct Lecturer	<b>Lance Liebman</b> LLB, Harvard University Adjunct Lecturer
<b>Ralph E. Berry, Jr.</b> PhD, Harvard University Adjunct Professor	<b>Arnold Gurin</b> PhD, University of Michigan Maurice B. Hexter Professor of Social Administration	<b>Ann E. MacEachron</b> PhD, Cornell University Samuel F. and Rose B. Gingold Associate Professor of Human Development
<b>Robert H. Binstock</b> PhD, Harvard University Louis Stulberg Professor of Law and Politics	<b>Andrew B. Hahn</b> PhD, Brandeis University Heller School Senior Research Associate and Adjunct Lecturer	<b>Thomas McGuire</b> PhD, Yale University Adjunct Lecturer
<b>Joanne B. Bluestone</b> BA, Cedar Crest College Adjunct Lecturer	<b>Leonard J. Hausman</b> PhD, University of Wisconsin Lester and Alfred Morse Associate Professor of Urban Studies	<b>Jerry Mechling</b> PhD, Princeton University Adjunct Lecturer
<b>James J. Callahan, Jr.</b> PhD, Brandeis University Heller School Senior Research Associate and Lecturer	<b>Kenneth J. Jones</b> EdD, Harvard University John Stein Professor of Human Rehabilitation	<b>Robert Morris</b> DSW, Columbia University Professor Emeritus of Social Welfare
<b>June Jackson Christmas</b> MD, Boston University School of Medicine Adjunct Professor of Mental Health Studies	<b>Wyatt C. Jones</b> PhD, New York University Professor of Social Research	<b>Robert Perlman</b> PhD, Brandeis University Heller School Professor Emeritus of Social Welfare
<b>Henry Cutter</b> PhD, Boston University Adjunct Associate Professor	<b>Nancy Kane</b> PhD, Harvard University Adjunct Lecturer	<b>David Rosenbloom</b> PhD, Massachusetts Institute of Technology Adjunct Lecturer
<b>Gunnar Dybwad</b> JD University of Halle, Germany Graduate New York School of Social Work Professor Emeritus of Human Development	<b>E. Milling Kinard</b> PhD, Brandeis University Heller School Adjunct Lecturer	<b>Alan Rosenfeld</b> PhD, University of Massachusetts Senior Research Associate and Adjunct Lecturer
<b>Barry L. Friedman</b> PhD, Massachusetts Institute of Technology Senior Research Associate and Lecturer	<b>Lorraine V. Klerman</b> DrPH, Harvard University School of Public Health Professor of Public Health	<b>Stephen Rosenthal</b> PhD, University of California-Berkeley Adjunct Lecturer
<b>Janet Z. Giele</b> PhD, Radcliffe College Associate Professor	<b>Albert L. Kramer</b> LLB, Boston University Adjunct Lecturer	<b>Alan Sager</b> PhD., Massachusetts Institute of Technology Assistant Professor of Urban and Health Planning
<b>David G. Gil</b> DSW University of Pennsylvania Professor of Social Policy	<b>Marty Krauss</b> PhD, Brandeis University Heller School Adjunct Lecturer	<b>Gregory Saltzman</b> PhD, University of Wisconsin Assistant Professor
<b>Thomas Glynn</b> PhD, Brandeis University Heller School Adjunct Lecturer	<b>Norman R. Kurtz</b> PhD, University of Colorado Professor of Social Research	<b>James H. Schulz</b> PhD, Yale University Professor of Welfare Economics
	<b>Robert I. Lerman</b> PhD, Massachusetts Institute of Technology Senior Research Associate and Adjunct Lecturer	

## Senior Research Staff

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**Donald Simons**  
PhD, University of Wisconsin  
Adjunct Lecturer

**John P. Spiegel**  
MD, Northwestern University  
Professor Emeritus of Social Psychiatry

**Stanley S. Wallack**  
PhD, Washington University  
Director, University Health Policy Consortium  
Senior Research Associate and Lecturer

**Irving Zola**  
PhD, Harvard University  
Professor of Sociology

**Christine Bishop**  
PhD, Harvard University  
Senior Research Associate

**Joanne Bluestone**  
BA, Cedar Crest College  
Senior Research Associate

**Erik Butler**  
EdD, Harvard University  
Senior Research Associate

**Mark Corrigan**  
MEd, Boston College  
Senior Research Associate

**William Crown**  
PhD, Massachusetts Institute of Technology  
Senior Research Associate

**Steven Day**  
MSS, Boston University  
Senior Research Associate

**Larry Diamond**  
PhD, Boston University  
Senior Research Associate

**Rosemary F. Dybwad**  
PhD, University of Hamburg Germany  
Senior Research Associate

**Leonard Gruenberg**  
PhD, Columbia University  
Senior Research Associate

**Baruch Levy**  
PhD, Brandeis University  
Heller School  
Senior Research Associate

**Joanna Lion**  
PhD, University of Chicago  
Senior Research Associate

**Albert McMahill**  
MS, University of Nebraska  
Senior Research Associate

**Cecilia Rivera**  
PhD, Brandeis University  
Heller School  
Senior Research Associate

**Stuart H. Altman, MA, PhD**  
Dean

**Anne E. Freeman**  
Administrative Assistant to the Dean

**Michael W. Kaufman, PhD**  
Assistant Dean for Operations and Student Affairs

**Barbara Wakefield**  
Director of Financial Services

**Patricia Grutchfield**  
Staff Assistant for Financial Services

**Ruth Daniels**  
Administrative Secretary

**Thomas P. Glynn, PhD**  
Assistant Dean for External Programs and External Affairs

**Roberta Hirshson, MMHS**  
Development Officer

**Jill Bragdon**  
Administrative Secretary

**James J. Callahan, PhD**  
Director, PhD Program

**Frances Rosen**  
Registrar

**Frances Hahn**  
Assistant Registrar and Admissions Officer

**Barbara Isaacson**  
Administrative Secretary

**Leonard J. Hausman, PhD**  
Director  
Master's in Management of Human Services Program

**Joanne Bluestone, BA**  
Associate Director, MMHS Program

**Nan Adams, MMHS**  
Assistant Director, Master's Program

**Hazel Miele**  
Administrative Secretary

**Policy Center on Aging**

**Robert H. Binstock**, PhD  
Director

**James H. Schulz**, PhD  
Director of Social Policy

**Center for Public Service**

**Erik Payne Butler**, EdD  
Director

**Albert R. McMahill**, MS  
Associate Director

**Center for Employment and Income Studies**

**Andrew B. Hahn**, PhD  
Director

**Robert I. Lerman**, PhD  
Associate Director

**National Institute for Sentencing Alternatives**

**Mark D. Corrigan**, MEd  
Director

**Eleanor Shea-Delaney**, MPA  
Assistant Director

**Center for Health Policy Analysis and Research**

**Stanley S. Wallack**, PhD  
Director

**John Callinan**, MPA  
Assistant Director

**Center for the Study of Social Problems in the Middle East**

**Leonard J. Hausman**, PhD  
Director

**Baruch Levy**, LLB, PhD  
Associate Director

**Levinson Policy Institute**

**James J. Callahan**, PhD  
Director



Master's Program in  
Management of Human  
Services

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**Students in the Master's Program  
in Management of Human Services**

**Course of Study**

The Heller School's management program provides training for men and women committed to the human services and capable of leading public, private and nonprofit organizations in the 1980s. Instituted in 1977, the management program reflects the Heller School's response to meet the growing national demand for professional human services managers. The program of study has been expressly developed to prepare students for the complex and rapidly changing role of the modern manager. The curriculum provides students with a firm basis of contemporary management techniques, an understanding of the administrative, legal and legislative contexts in which managers must work, and the familiarity with policy issues in specific human services areas.

Students in the master's program preferably should have some work experience in the human services which ideally includes planning, management, budgeting, or related activities. Experience indicates that the management program has benefited those who have professional or graduate degrees—MPH, MSW, Nursing, MPA. However, neither a graduate degree nor management experience constitutes a prerequisite for admission. The School seeks especially men and women of achievement and motivation committed to careers as managers in government, nonprofit enterprises, and in the private human services.

Students in the master's program are recruited from all regions of the country and from foreign countries. Classes are small, permitting significant contact with the faculty and research staff, but large enough to assure a stimulating environment. Students actively participate in the classes through the case-method of instruction which focuses studies on actual human services organizations and specific management issues.

Conceived as an intensive academic program requiring nearly as many courses as most two-year degrees, Heller's management program concentrates studies within a single year. Students usually complete at least 12 courses and the management laboratory project within a 12-month, three semester period, beginning in June and ending in May. Nevertheless, recognizing that individuals face a multiplicity of factors that determine their academic schedules, the program provides several alternatives to obtain a degree. Part-time studies are possible for students who cannot arrange their schedules for full-time attendance at Heller. It is expected that part-time students will complete their requirements within three calendar years of enrollment. A 15-month program is available to some highly qualified candidates who have had limited professional experience and for those students who desire a less intensive program. Students in the extended program will spend an additional summer in residence. Tuition for the 15-month program will be slightly higher than the 12-month program.



**Management Laboratory Project****Job Placement**

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The master's curriculum consists of the core management courses, concentration in a substantive human services area and the management laboratory project. A minimum of 6 management courses is required including the following core:

**2.50 Financial Accounting**

**2.51 Managerial Accounting and Control**

**2.52 Public Management**

**3.50 Public Sector Economics**

The two other required management courses may be selected from among:

**2.54 Personnel Management**

**2.55 Management Information Systems**

**2.58 Operations Management**

**2.80 Social Statistics for Human Services Managers**

Additional management courses such as Effective Program Management, Analysis of Human Service Delivery Systems or particular program management courses may be elected. Master's students are strongly encouraged to take several courses in a field of specialization such as aging, health, employment and income, mental health, mental retardation, alcoholism, children's and family services and long-term care.

Each student during the last 4 months of study, participates in a management laboratory project, 10 to 15 hours per week. These projects, carried out in teams of 3 to 4 members, enable students to apply theoretical skills learned throughout the program to actual managerial problems they address as management consultants for a local agency or organization.

Each lab team, under the supervision of a Heller faculty member, attempts to identify the management problem presented by the client agency, analyzes alternative solutions, and makes recommendations to solve the problem. The analyses and recommendations are presented both to the client and the School in a written report and an oral presentation. The management problems are selected by the School to provide realistic situations, which will help students develop the problem-solving skills required of a professional manager. The labs also provide training in teamwork in small groups to carry out a common task.

In addition to the regular courses and the lab project, students have the opportunity during semester intersession to participate in one-week workshops in selected management topics. Recent topics have included marketing, intergovernmental relations, administrative techniques, and resource development.

Graduates of the Master's Program in Management of Human Services seek employment as middle- or upper-level managers in public, voluntary, and proprietary organizations, usually in some area of the human services, with health, mental health, aging, and social services among the more frequent specialties. Three graduates of the program have won Presidential Management Internships. MMHS graduates may be found throughout the country and in a number of foreign countries. Salaries received by graduates range from approximately \$20,000 to \$30,000+.

Among the positions taken by recent graduates are:

Director of the Department of Aging Services in Tampa, Florida

Director, Boston Area Health Education Center

Research Analyst, Massachusetts Executive Office of Human Services

Executive Director, Home Care Corporation of Springfield

Data Analyst, Department of Public Welfare, Medicaid

Clinical Director of Occupational Therapy, Brigham and Women's Hospital

Senior Planning Analyst, Blue Shield

Special Assistant to the Commissioner for Human Resources Administration, New York City

Executive Director, Massachusetts Health Research Institute

Professor, Sociology Department, University of West Indies

Senior Marketing Specialist, Digital Corporation





Doctoral Program in  
Social Policy, Planning,  
Administration and  
Research

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**Core Curriculum of the Doctoral Program****Degree Requirements**

<p>The Heller School's Doctoral Program in Social Policy and Planning has been at the nucleus of the School's educational and research activities since its inception in 1959. The program attracts a mature student body, most of whom have already earned an advanced degree and have compiled significant experience in human services careers. This combination of prior experiences and diversity of backgrounds creates a student body knowledgeable about contemporary social issues, committed to careers in social policy, planning and research, and active participants in the educational process at Heller.</p> <p>Doctoral students progress from a core curriculum consisting of fundamental analytical skills and theoretical approaches to the practical analysis of policy issues. Students similarly progress from general courses providing the foundations of policy analysis to more specialized fields of study in substantive health or welfare areas.</p>	<p>The curriculum's core sequences provide research and analytical skills, as well as multiple disciplinary approaches to social policy analysis. Usually completed in three semesters, the core curriculum is comprised of five components:</p> <p><b>1</b> <b>Three semesters of Research Methods and Statistics</b> introduce students to statistical methods and research design of special interest to social policy analysts and planners. Methods of statistical analysis are studied in the context of concrete policy issues. Research methods stress techniques commonly employed in applied research.</p> <p><b>2</b> <b>Social Contexts of Policy Issues</b> familiarizes students with major social welfare and policy concerns by exploring the relation between American society and various modes of social policy analysis. Social institutions, ideologies and types of structures and processes most relevant to the development, implementation and evaluation of social policy are stressed.</p> <p><b>3</b> <b>Political Perspectives on Social Policy</b> examines significant political factors that shape American social policies. Of particular concern are the development and structure of our political institutions; the distribution and uses of power in the political context; and the functioning of contemporary bureaucratic structures.</p> <p><b>4</b> <b>Economic Foundations for Social Policy Studies</b> presents microeconomic theories particularly appropriate to analyzing social policy issues. How the economy fits into the broader social context, and how economists have developed resource allocation theories to analyze social policy problems are explored.</p> <p><b>5</b> <b>The Integrative Policy Analysis Seminar</b> is usually taken in the student's third semester. This course is designed to integrate and apply perspectives and analytical techniques from sociology, economics, political science and other related disciplines. The course stresses policy analysis in the specific substantive area of the student's interest.</p>	<p>Full-time doctoral students may complete the program in three years by fulfilling the following requirements:</p> <p>Completion of a minimum of 14 semester courses for students entering with a master's degree in a relevant area, and 18 for students not having such a degree. Doctoral students may elect to take up to four courses of relevant graduate work at other institutions while they are working toward their degree.</p> <p>Completion of the Integrative Policy Analysis Seminar.</p> <p>Satisfactory completion of a written Qualifying Examination after the third semester, testing students' mastery of material included in the core curriculum. Students are not required to take the courses but will be held responsible for the content covered in the following core courses:</p> <p>Social Contexts of Policy Issues Political Perspectives on Social Policy Studies Economic Foundations for Social Policy Studies Research Methods and Statistics (two semesters) and either Methods of Applied Research or Regression and Analysis Variance</p> <p>Doctoral dissertation</p> <p>After a student has passed the Qualifying Examination formal steps may be initiated in selecting a Dissertation Committee and presenting a thesis proposal to the faculty.</p>
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## PhD Alumni

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The Heller doctoral program has 335 alumni working in 35 states and 11 foreign countries. These graduates occupy significant positions in the nation's educational, health and welfare system. Nearly three-fifths hold positions in colleges and universities, four as college presidents, 30 have been deans or directors of schools of social work, and the rest as college teachers, administrators, or researchers, in the public, voluntary, and private sectors at federal, state, and local levels.

Alumni include federal officials serving as directors, program specialists, project officers, and research analysts; state and county directors and coordinators; and a variety of positions in the private and voluntary sectors.

Some of the positions held by Heller PhDs include:

Executive Director of the Vice President's Task Force on Youth Employment

Director, Division of Manpower and Training for the National Institute of Mental Health

Director of Research for the Assistant Secretary for Planning and Evaluation (HEW)

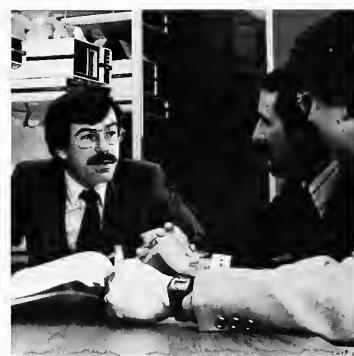
Commissioner of Welfare for the Bahama Islands

Commissioner of Prisons, Jerusalem, Israel

Executive Assistant Commissioner to the Massachusetts Departments of Mental Health, Social Services and Public Health

Commissioner of Mental Health, Virginia

Executive Director, National Conference on Social Welfare



# Admission Procedure and Financial Information

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Applicants to both the doctoral and master's programs are responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate, and for submitting scores of either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). All applicants receive equal and thorough consideration without regard to sex, age, race, creed, physical handicap or national origin.

Candidates for each program are selected on the basis of their demonstrated scholastic aptitude, the nature and extent of their professional experience, and the compatibility between their career goals and the School's educational programs. A successful candidate is one who best combines intellectual strengths, administrative and research potential and a demonstrated commitment to a career in the human services.

An application fee of \$25, which is not refundable, must accompany the application in the form of a check made payable to Brandeis University. Persons wishing to be considered for admission are urged to submit their application materials by February 1 for early consideration, and no later than April 1 of the academic year in which they wish to enroll.

Application forms for admission to both degree programs may be obtained from the

Admissions Office      The Heller School  
Room 220  
Brandeis University  
Waltham  
Massachusetts 02254

(617) 647-2944



## Financial Information and University Regulations

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### Tuition and Fee Schedule

The following tuition and fees are in effect for the 1982-83 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees:

Full-time Resident Tuition for the Doctoral Program	\$ 7,650
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Part-time Tuition	713 /course
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Full-time Resident Tuition for the 12-month Master's Program	8,550
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Full-time Resident Tuition for the 15-month Master's Program	9,000
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Part-time Master's Tuition	713 /course
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Application Fee	\$ 25
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payable by applicants to both the doctoral and master's program when the application is submitted. No application will be processed without this fee.

Tuition Deposit	\$ 200
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All students admitted to either program are required to pay a tuition deposit of \$200.00 to reserve a place in the entering class. The matriculation deposit is not refundable but will be applied toward tuition.

Diploma Fee	\$ 10
Cap and Gown Fee	12

payable by all candidates for the Master's degree.

### Residency Requirements

Residency requirements are fulfilled when doctoral students entering the Heller School with an advanced degree complete at least 14 courses over 2 years, and those entering without prior graduate work complete 18 courses over 3 years. Master's students satisfy residency requirements when they complete 12 courses and the management laboratory project.

Students who fulfill their residence requirement but wish to use any academic service or University faculty may file for *post-residence* status and pay an annual fee of \$725.

Students who have completed their residence and who do not wish to register during the period in which they are preparing for the completion of the degree may petition for *Continuation* status, and pay an annual fee of \$20.00.

### Final Doctoral Fee: \$250.00

This fee covers all costs for the year in which the Ph.D. degree will be conferred including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copyright protection; issuance of a Library of Congress number and appropriate library cards; and binding of six copies of the dissertation.

The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges paid to the University. Note: All candidates for the Ph.D. degree must pay the \$250.00 final doctoral fee prior to the receipt of their degree.

### Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following:

Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of tuition.

After the fifth Friday following the opening day of instruction: no refund.

All refunds are subject to review and final approval of the University controller and will be disbursed only upon written request.

### Financial Policy

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

## University Records Policy

The Brandeis University records policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision, and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records.

## Dismissal from the University

The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable through disciplinary procedures established in the Graduate School. Neither the University nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

## Health Services

Prospective students are required to have personal health insurance. Students may elect to participate in the University's health insurance plan or may substitute membership in another plan. Coverage also is available for dependents of students. On campus, medical service and psychological counseling are available through Stoneman Infirmary and the Psychological Counseling Center upon payment of a fee. This fee does not cover services to students' dependents. Health insurance for 1982-83 is \$205 for individual coverage; \$395 for student and spouse; \$540 for the family plan.

## Living Expenses

The following estimates of living expenses provide some reasonable expectation of the costs of living in the Boston area for the 1982-83 academic year. The figures are based on a 10-month academic calendar and should be proportionately calculated to include summer months and a ten to twelve percent increase for 1983-84.

A single person will need a minimum of \$7,650 excluding tuition to cover the following living costs: health fees (\$205), books (\$500), rent (\$2,750), food (\$2,000), and transportation, recreation, and miscellaneous expenses (\$2,200). For students with a family, calculation should include an additional \$4,500 for the spouse and \$2,000 for each child.

## Financial Aid

The School attempts to assist financially as many students as possible, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored training grants which provide tuition fellowships and monthly stipends for eligible students. In addition, the Heller School has a limited number of fellowships which are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are available for qualified students.

The School will provide assistance to students wishing to apply for guaranteed student loans (GSL), or for the Higher Education Loan Program (HELP). These programs provide long-term, deferred loans available up to \$5,000 a year for full-time graduate students.

Candidates seeking financial assistance must submit the Graduate and Professional School Financial Aid Service (GAPSFAS) form, obtainable from GAPSFAS, Box 2614, Princeton, New Jersey 08541, at the time of application. Financial aid decisions are made on the combined basis of academic merit and financial need.



The Heller School's curriculum is designed to train students in policy, research and management and provide opportunities to specialize in an area of the human services. The Heller School currently offers organized curriculum sequences in the fields of aging, alcoholism, children's and family services, criminal justice, health, human resources, long-term care, mental health, and mental retardation.

Training programs are organized in some of these specializations with funding provided by governmental and other outside sources. Students supported by training grants are expected to fulfill several requirements including a number of specified courses, writing a dissertation within the specialized area, and in some cases participation in a research project. Students who are not receiving a training grant are also encouraged to choose an area of specialization. In some cases research assistantships are available.

In six fields of specialization the Heller School has established nationally recognized research and policy centers. These are the Center for Health Policy Analysis, a part of the University Health Policy Consortium organized in cooperation with Boston University and MIT; the Policy Center on Aging; the Levinson Policy Institute for the study of issues related to long-term care for the elderly and disabled; The Center for Employment and Income Studies; the National Institute for Sentencing Alternatives focusing on various issues in criminal justice; and the Center for Public Service which specializes in youth employment and executive education.

In addition to the six centers, active research is conducted in mental health, alcoholism, mental retardation, and children's and family services. These centers and research clusters integrate the School's teaching and research activities, encourage joint research efforts and serve as a focal point for faculty members and students interested in that particular area. Colloquia and conferences organized by the centers augment the teaching and research activities.



Career training and research activities in the aging program emphasize public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, and the other organizational relations that are critical for the development and implementation of programs for the aging; and policy analysis and impact research on policies and programs that may affect the aging.

A training grant is offered to a limited number of qualified students in the economics and politics of aging. Course requirements for this grant are as follows:

**1  
Two specialized courses:**

5.22 The Politics and Policy Processes of Aging  
5.23 The Economics of Aging

**2  
Three courses in either the Economics or Politics sequences:**

**Economics:**

3.20 Planned Economics  
3.21A Microeconomics  
3.21B Macroeconomics  
3.23 Health Economics  
5.13 Issues in National Health Policy

**Politics:**

2.01 Social Planning  
3.28 Political Perspectives on Social Policy  
3.26 Bureaucratic Politics  
3.27 Policy Implementation  
3.32 Urban Politics

Professor Binstock, a political scientist and past president of the Gerontological Society of America, directs the program in the Economics and Politics of Aging. Career training is carried out in both the doctoral and master's programs, with stipends and tuition scholarships available through the Heller School. Specialized courses are given in the economics of aging by Professor Schulz, current president of the Gerontological Society of America, an expert in the areas of income maintenance and pension policy; and in the politics and policy processes of aging by Professor Binstock.

Students in the aging program are encouraged to participate in the Policy Center on Aging. Under the direction of Professors Binstock and Schulz, the National Aging Policy Center draws upon a variety of Heller School resources such as the Program in the Economics and Politics of Aging, the Levinson Policy Institute, and the Center for Health Policy Analysis and Research. It generates, synthesizes, and disseminates knowledge on policy alternatives affecting the economic security of the aging; analyzes the economic, legal, administrative and political consequences and feasibility of alternative policies; actively participates in the formulation and implementation of policy; and trains professionals for careers in this area of policy analysis.

One of the center's current projects is a cooperative agreement with the Administration on Aging (AoA), U.S. Department of Health and Human Services, which began in 1980 after a nationwide process of competition and award. Through this agreement, the center has been designated the National Aging Policy Center on Income Maintenance. As such, it conducts policy studies and analyses, and provides technical assistance to AoA.

The range of policies within the center's focus includes: private pensions and public pensions at all levels of government; the Supplementary Security Income and Food Stamp programs; costs and financing mechanisms for health care of the elderly; subsidy and emergency assistance programs; and access to services and facilities available through both the market and government programs.

This is the only PhD program devoted to training policy analysts for the field of alcoholism. Students receive an overview of key policy issues in the field of alcohol use and abuse, examine current policies for addressing the issues, and become familiar with various approaches of evaluating existing policies, and preparing the groundwork for new initiatives.

While there is no effort to limit the range of policy issues students may pursue, the faculty's research interests emphasize certain areas of inquiry. Professor Wyatt Jones, who holds a joint appointment at a Veterans Administration hospital unit specializing in alcohol treatment, has been involved in a number of treatment evaluation studies. He regularly sponsors trainees who use the VA setting to analyze treatment-related policies. Professor Henry Cutler, also located at the VA hospital, has a national reputation for his work in behavioral research in alcoholism. Professor Norman Kurtz is analyzing policies for responding to alcohol abuse in occupational settings. In addition, he has worked closely with the National Institute on Alcohol Abuse and Alcoholism in manpower development issues.

Professor Kurtz also conducts research in occupational alcoholism programs involving supervisors' and clients' perceptions of occupational alcoholism programs and their effectiveness in job retention and job performance; barriers to supervisory referrals to alcoholism counseling programs; the efficacy of job performance training models in aiding supervisors to identify and refer troubled employees for counseling; and studies evaluating the long-term impact of OAP interventions.

This program is designed to assist doctoral and master's degree students interested in policy analysis, planning, administration, and research affecting children and families. A limited number of students is supported by child welfare traineeships from the U.S. Department of Health and Human Services; others serve as research staff on faculty projects.

Students receiving support in this program area are required to take the following courses:

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**5.44 Issues in Children and Family Services****5.47 Social Policy and the Family**

Other courses offered and strongly recommended include:

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**5.46 Child Health Policy****5.45 Family, Employment, and Sex Roles**

Among the faculty involved in this substantive area are Professor Klerman, studying issues of child health and welfare; Professor Gurin, an expert in the organization of social services; Professor Giele, specializing in family policy and sex roles; Professor MacEachron, an authority on development disabilities and physical and mental handicaps; Professor Weatherley, interested in educational issues, particularly in regard to children with special needs; and Professor Perlman, concerned with the family's role in the care of the disabled. Gunnar Dybwad, professor emeritus of human development, is the senior faculty member in the program and provides additional perspectives from his many years of service, teaching, legal work, and international activities.

A wide spectrum of research activities focuses on the problems faced by children and families in America today and on the policies and programs designed to ameliorate these problems. In the service delivery field, Dr. Klerman is currently supervising evaluations of specialized services for adolescent parents and a program for chronically absent students. Analyses of policy implementation in the Massachusetts Department of Social Services and service integration in public social service agencies have recently been completed by Professors Gurin and MacEachron, their colleagues, and their students.

Faculty interest in maternal and child health issues has made it possible to convene a conference on research issues in this field, prepare a monograph on planning services for women and children, and plan a study of needs assessment and resource allocation. Another major focus of faculty and student research is adolescent sexuality and parenting. In addition to the evaluation of a service program for adolescent parents, other studies examine the impact of the Massachusetts parental consent law on pregnancy terminations and the influence of adolescent parenting on children.

In the family studies area, Professors Perlman and Giele have used the 1976 Survey of Income and Education to measure the family's role in the care of disabled members. Professor Giele is further interested in the widespread policy implications of the changing roles of women for care of children, the elderly, and other vulnerable family members. She has surveyed several thousand women college graduates to measure changes in typical life patterns across several generations. Faculty-student research projects include studies of the impact of family responsibilities on work performance, compliance of fathers with court orders for child support, and the wide variety of after-school child care arrangements.

The National Institute for Sentencing Alternatives, which has been supported by the Edna McConnell Clark Foundation since 1980, operates as a public policy center dedicated to improving management and policy development within criminal justice. Its mission is to improve criminal justice policy and enhance the quality of management within criminal justice organizations and programs. The Institute promotes the development of additional sentencing alternatives and targets its resources with special attention to the problems of courts and corrections.

The issues which NISA addresses include:

Prisons and Jail Overcrowding

Sentencing Reform

The Cost of the Criminal Justice System

Social Responsibility and the Courts

Judicial Intervention in the Administration of Corrections

The Management of Probation and Institutional Corrections

NISA draws upon the resources of the Heller School and a corps of nationally recognized experts to provide service to criminal justice professionals and persons concerned with improving justice policy.

Services include:

Training

Technical Assistance

Policy Analysis/Evaluation

Communications

## Health Policy Analysis and Research

Since its inception in 1977, the Heller School's Center for Health Policy Analysis and Research has developed into one of the most renowned and well-respected research and training centers of its kind. Founded by the University Health Policy Consortium, which is composed of faculty and research associates from Boston University, the Massachusetts Institute of Technology, and Brandeis, the Center first came into national prominence when it was designated by the Health Care Financing Administration (DHEW) as one of two centers charged with the task of assisting the federal government in the analysis and the development of national health care policies and programs. Additional recognition of the Center's excellence in the health field followed as government and private foundations supported the Center in its efforts to develop new research and training initiatives.

The multidisciplinary nature of the faculty and research staff enables the Center to draw upon sociologists, political scientists, physicians, economists, and other social scientists, many of whom have had several years' experience in federal and state government as well as in service delivery organizations. This diversity contributes to the richness of the Center's research and analytical activities.

The Consortium and the Center are housed at the Heller School. Stanley S. Wallack, an economist, is the director of the Consortium and of the Health Policy Center. Dean Altman serves as chairperson of the Consortium's board.

In 1979, the Public Health Services awarded the Heller School a grant to develop a Training Program in Health Policy, Planning and Administration. The program, designed for master's and doctoral-level studies permits students to study with the Heller School's interdisciplinary faculty and to participate with the Center's research staff on health related research projects. Participants in the training program also have the opportunity to study with national and international health professionals who regularly are brought to the Center.

The Health Policy, Planning, and Administration Program under the direction of Professor Ralph Berry provides training at both the master's and doctoral level for students interested in careers as health planners, analysts, and administrators.

The Center for Health Policy Analysis and Research represents a unique academic resource for Heller students. They are actively involved both in the diverse analytical projects the Center conducts and in seminars in health policy research.

The Center's research agenda is developed in response to health issues of national concern. Recent research has concentrated on three major health care areas—the financing and organization of long-term care, acute care financing, and medical care quality. The projects range from analyzing the role of the family in long-term care, evaluating utilization and reimbursement reforms, and assisting in the design of new federal and state initiatives.

In addition to the policy activities, the Center has participated in several national research and demonstration activities receiving financial support for these activities from the Robert Wood Johnson Foundation, the John Hartford Foundation, and the Henry J. Kaiser Family Foundation. These include, among others:

An analysis of the performance of successful HMOs to determine how the benefits of success are distributed,

A study of ambulatory care facilities analyzing the cost differences between medical care delivered in hospital outpatient departments and in physicians' private offices, and,

A study of rural health care evaluating the financial obstacles to self-sufficiency of medical practices.

### Pew Advanced Training Program in Health Policy

In 1982, the Consortium was selected by The Pew Memorial Trust to engage in a national competition with the nation's major universities and health policy research centers to develop an advanced training program in health policy. The joint proposal of Brandeis University and Boston University was awarded one of the five grants, enabling the two universities to offer advanced training in health policy. The new educational program will bring together two major payers of health care—business and government—to help them achieve a more rational and efficient health care system through reimbursement and health systems reforms.

The advanced training program is designed for two tracks: a part-time Fellows Program and a full-time Scholars Program. The Pew Fellows Program is a part-time program directed at senior and mid-level employees working in the government and in private corporations. The Scholars Program is an intensive two-year multidisciplinary program of study leading to a PhD in Health Policy. The program is designed for individuals with an advanced degree who have demonstrated a commitment to the health policy field. In addition to the School's core curriculum requirements in health policy, Pew Scholars will be required to participate in four courses specifically developed for this program and taught jointly by senior faculty affiliated with the Health Policy Institute at Boston University and with the Heller Graduate School. The courses include:

Future of Management and Organization in the Health Field

Medical Care Utilization

Reimbursement, Cost, and Financing

Medical Care, Ethics and the Law

The Pew Advanced Training Program is under the direction of Richard H. Egdahl, MD, PhD, at Boston University and Stuart H. Altman, dean of the Heller Graduate School. The training directors for the Scholars Program are Stanley Wallack, a health economist at the Heller School and Sol Levine, a sociologist at Boston University. Through the Center for Health Policy Analysis and Research, Pew Scholars, like the other doctoral students affiliated with the Center, will work on policy issues of national importance and will be encouraged to pursue research work on issues of mutual concern to the public and the private payers.

**Policy Analysis in Human Resources:  
Income and Employment Studies**

21 The program in Income and Employment Studies is designed to develop policy analysts, researchers, and managers in the fields of income maintenance and manpower planning. Students specializing in these areas will pursue a progressively specialized course of study involving: the operation of labor markets and labor institutions; the design and development of employee benefit plans; the determinants of poverty and distribution of income; and the effectiveness of income maintenance and employment and training policies. Students receiving research support within the School's Center for Employment and Income Studies are encouraged to take courses in this study area. Students wishing to do dissertations in these areas are encouraged to complete a sequence of courses determined in collaboration with their advisor. Among courses in the Income Maintenance and Employment area are the following:

**1  
General Heller Courses**

2.21	Family, Employment, and Sex Roles
3.20	Planned Economies
3.21	Microeconomics
3.22	Macroeconomics
2.70	Economics of the Public Sector

**2  
Specialized Courses:**

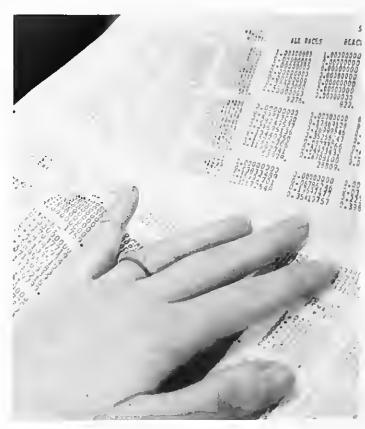
2.54	Personnel Management
2.57	Design of Employee Benefits
3.51	Labor I: Theory and Empirical Analysis of Labor Markets
3.52	Labor II: Labor Market Institutions
3.44	Design of Income Maintenance Programs
5.33	Economic Inequality
5.34	Thesis Seminar in Employment and Income Maintenance

Faculty members and research staff in the program bring a variety of backgrounds and interests to the program. Professor Leonard Hausman is a labor economist primarily concerned with the problems of work and welfare; Professor Barry Friedman's principal areas are income maintenance programs, management of social service programs and employee benefits; Andrew Hahn is a labor market policy analyst specializing in youth employment, welfare, and research management; Robert Lerman is chiefly interested in welfare reform and financial incentives to stimulate employment in the private sector. Gregory Saltzman is a labor relations specialist with primary interest in collective bargaining and labor law. The faculty are collectively engaged in an analysis of the social protection system, including private sector provision of employee benefits.

The Center for Employment and Income Studies (CEIS) consolidates the research and training activities in the areas of employment training and income maintenance. CEIS focuses on human resource research and teaching in the following five areas: work and welfare problems of low income families; implementation studies and impact evaluations of employment and income maintenance programs; management of income and employment programs; retrieval and dissemination of research findings; and research on the social protection system, including employee benefits such as corporate training and education. Andrew Hahn is director of CEIS and Robert Lerman is associate director.

The Center has been involved in a number of recent projects. The Work Experience Program (WEP) recently concluded in Massachusetts was a program in which long-term, unemployed fathers were required to work in order to maintain their eligibility for welfare payments under Aid to Families with Dependent Children—Unemployed Fathers. CEIS' evaluation focused considerable attention on issues in the management of work requirements and income transfer programs. An evaluation of the Food Stamp Work Registration and Job Search Demonstration seeks to identify cost effective methods for increasing the job placements of Food Stamp registrants, reducing the cost of Food Stamp benefits, and deterring receipt of Food Stamp benefits by able-bodied individuals who refuse to work.

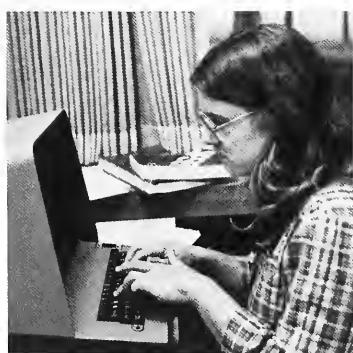
In the youth employment field, CEIS monitors the progress of federal youth employment initiatives and provides technical assistance to public and private groups involved in youth programming throughout the country. Through a series of overview papers, a national newsletter *Youth Programs*, and conferences, the Center synthesizes and disseminates findings from the numerous youth training projects. The Center has also evaluated two job search assistance programs to determine if teaching youth how to look for jobs affects their subsequent labor market activity. Another CEIS project in the youth field involved designing, implementing and evaluating a wage-subsidy experiment. CEIS serves as a laboratory for students and, with its integrated research and teaching focus, attracts distinguished visiting scholars, researchers and faculty members.



## Long-Term Care

Long-term care refers to the array of services and programs utilized by the disabled and elderly who require care for prolonged periods of time. Included are institutional and community-based services, professional and family services, and those at federal, state and local levels. The Heller School offers a rich opportunity both in training and research in long-term care. The training opportunities result from student interaction with a number of faculty involved in long-term care research and programming. A constellation of courses is available to develop the knowledge and skill of students in the area of long-term care. Among the courses that would comprise the long-term care offerings are:

2.20	Social Policy and the Family
5.13	National Health Policy
5.15	Long-term Care Policies and Planning
5.26	Child Health Policy
5.42	Comprehensive State Planning for the Handicapped
5.71	Social Aspects of Mental Health and Illness
5.73	Introduction to Mental Retardation
5.76	Seminar in Policy Analysis and Alcohol Use



Research opportunities are offered through the Levinson Policy Institute, established in 1971 to conduct research in the long-term care needs of the elderly and disabled. The goals of the Institute are to stimulate policy development which will serve both immediate and emerging problems; to test research findings that may directly benefit elderly and disabled persons; and to modify the effects of social and institutional change upon individuals with long-term care problems. Present research activities of the Institute include participating in the evaluation of the national long-term care demonstration program (channeling); conducting a national survey of home health agencies for the Health Care Financing Administration; undertaking cost benefit analysis of centers for independent living for the Massachusetts Rehabilitation Commission; providing research consultation to the State of Connecticut, Department on Aging; conducting a study of why urban hospitals close or relocate; undertaking an analysis of the effect of a national Medicaid on service to the mentally retarded and chronically mentally ill; testing innovative models of integration of mentally ill and developmentally disabled into ongoing community day programs. The research considers solutions both for particular kinds of disabilities and population groups, as well as for generic issues such as reimbursement, case management, service coordination, and planning.

The Levinson Policy Institute serves as the long-term care arm of the Health Policy Center. Researchers from both programs have designed a major service demonstration project involving the Social/Health Maintenance Organization (S/HMO). This project, directed by Joanne Bluestone, is designed to demonstrate that a single delivery system for social and health services can serve an elderly population under a prepaid financing arrangement. Four demonstration sites have been selected and planning activities and initial site development have begun. Enrollment is to occur in the first half of 1983. The S/HMO demonstration should contribute greatly to resolving the issue of fragmentation of the delivery and the financing aspect of the nation's long-term care system.

Faculty and research staff associated with the long-term care program include: James J. Callahan, Robert Morris, Alan Sager, Alan Rosenfeld, Stephen Day, Christine Bishop, Larry Diamond, Margaret Stassen, Sylvia Pendleton.



## Economics of Health and Mental Health

23

Training in the economics of health and mental health prepares students for research and policy careers in mental health. The program includes training in economics, social research, and mental health and health policy.

The National Institute of Mental Health funds a limited number of training grants for qualified students each year. Requirements for the grant are as follows:

### Economics

Microeconomics  
Health Economics  
Public Sector Economics or alternative course

### Health and Mental Health Policy

Seminar in Health Policy  
Seminar in Mental Health Policy

Students take one or more of the following courses:

Social Aspects of Mental Illness  
Community Mental Health  
Mental Health Management

### Research

All students are involved in research beginning in their second year. Research must be relevant to the economics of mental health. Research may be within a project conducted by the School or pursued outside the School. The project is developed in consultation with the directors of the program.

Faculty members involved with the program are Professor Arnold Gurin, an expert in the organization of human services; Professor Tom McGuire, a specialist in the economics of mental health; June Jackson Christmas, MD, a psychiatrist with extensive experience in the administration of large-scale public mental health programs; Professor Wyatt Jones, an expert in evaluation research, and Professor Emeritus John Spiegel, who has pioneered research on the cultural components of mental illness and mental health.

Students and faculty affiliated with the training program are doing research in the following areas:

**Demand for Psychotherapy by the Aged**  
investigates whether age or other factors associated with age (such as low income) explain why the aged use less psychotherapy.

### Contracting for Mental Health Services with Private Agencies

studies how the trend toward state contracting for services has affected aging behavior.

### Determinants of Licensing Standards in Psychology

investigates the determinants of the differences in stringency of licensing standards in psychology among the states.

### Estimating the Costs of Mandates for Psychotherapy

develops a methodology for projecting the costs of mandates for psychotherapy in health insurance and applies this methodology to a law proposed for Massachusetts.

### Vendorship Laws and the Practice of Social Work

uses a survey of social workers in Massachusetts to study the impact of vendorship on social workers' clinical practice.

### Financing Care for the Chronically Mentally Ill

analyzes alternative financing and arrangements for paying for care for the chronically mentally ill.

## Mental Retardation and Developmental Disabilities

This program trains individuals as researchers, planners and administrators in the fields of mental retardation and other developmental disabilities.

The training program offers a number of advanced courses in mental retardation and other developmental disabilities; specialized research training through participation in current research projects; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, interuniversity and international resources with which the program and the Heller School have collaborative arrangements. Professor Ann MacEachron, director of the training program, is affiliated with the Eunice Kennedy Shriver Institute for Research on Mental Retardation.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified individuals through the Heller School.

Numerous research projects have been conducted by Professors MacEachron, Dybwad, K. Jones and by M. Krauss. These projects include analysis of the impact of changes in physical, environmental and administrative practices on client behavior in institutions for persons with mental retardation; an analysis of the ability of community service systems to plan and coordinate services to meet the needs of service recipients; investigations into the prevalence, characteristics and treatment of mentally retarded offenders; the role of on-site work programs in training adults with mental retardation placement in competitive employment; and the prevalence and service patterns of handicapped children receiving public social services.

## The Center for Public Service

The Center for Public Service focuses on the theoretical and practical links between scholarship and practice in public policy, especially in local and state human services agencies. CPS is the "practitioner-oriented" partner of the Center for Employment and Income Studies, working extensively with employment and training professionals around the country to disseminate the research findings in youth employment, and to support local practitioners in their effort to improve local implementation and management. The Center also develops programs in executive education for managers and policymakers in a variety of fields. This year, programs for managers will be offered in health policy, long-term care, youth employment and education, criminal justice and employee benefits. Future programs will involve family services, aging policy and a variety of other human services in which the School has special expertise.

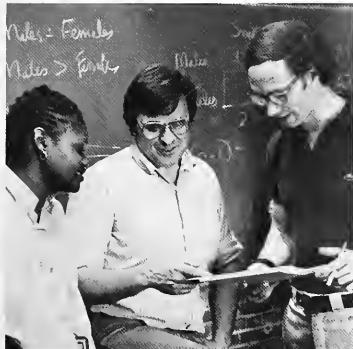
With funding this year from the Rockefeller Foundation, the Aetna Life and Casualty Foundation, and the Fund for Improvement of Post-Secondary Education, the Center will continue its work in developing the National Youth Practitioners' Network and will continue to explore the roles of school systems, private sector employers, community agencies and colleges and universities in preparing young people for employment and higher education. Coupled with its work in executive education, this provides the School with broad and deep links with the community of practitioners who work day-to-day in the fields the Heller School studies.

Master's and doctoral students have worked with the Center on a variety of projects, ranging from research for a 12-part monograph series on youth employment for local managers to assessing the institutional impact of twenty college-based programs for early admission, skills training and basic skills for disadvantaged students.

In their executive education work, the Center works closely with the various centers and teaching programs at the Heller School. Erik Payne Butler is the director of the Center, working with Assistant Director Al McMahill and executive education coordinator Nancy Leathers. The Executive Education Program is coordinated by a committee chaired by the dean, consisting of Assistant Dean Thomas Glynn and the Center directors.



# The Graduate Student at Heller



## The University

Brandeis University, founded in 1948, is regarded as one of the finest small private research universities in the United States.

Brandeis is located in Waltham about 10 miles west of Boston. Commuter rail and subway connections not far from campus provide access to Boston and Cambridge. The Boston-Cambridge area, known for its rich culture and ethnic diversity, historical landmarks, and concentration of fine colleges and universities, is one of the country's most attractive cultural and social areas. The Brandeis community itself affords the student a broad diversity of cultural and professional events: the University attracts noted speakers and artists; there are weekly classical music concerts, and the Spingold Theater Arts Center stages a varied program of dramatic entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

The Brandeis campus consists of 250 acres with more than a hundred buildings. The Heller School is housed in its own educational and research center and is adjacent to Goldfarb and Farber Libraries. The school consists of two modern buildings which contain classrooms, faculty and student offices, research facilities, online computer terminals, and the Heller Lounge, used for a diversity of meetings, lectures, and social occasions.

## Colloquia and Lecture Series

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia are informal talks, panel discussions and symposia at which students are able to question the research findings or policy approaches of the speaker. Among the speakers who have appeared at colloquia are: Robert Cohen, associate commissioner of mental health, New York; Debby Davis Friedman, sociologist, Yale University; Helen O'Bannon, secretary, Pennsylvania Department of Welfare; Honorable Richardson Poyer, former U.S. congressman and now visiting professor at the University of North Carolina; Dr. Yitzhak Brick, associate director of the Ministry of Labor and Social Affairs in Israel; Commissioner Mark Mills of the Massachusetts Department of Mental Health; and Jerry Solomon, producer of the *Today* show for NBC.

The School also offers a full schedule of research presentations at which faculty members and senior research associates acquaint the Heller community with their current activities.

## Student Involvement

Students are involved in a variety of the School's activities. Students elect a Steering Committee annually, which organizes monthly meetings and represents student interests to the administration and faculty. In addition students elect representatives to a variety of School committees including the Dean's Advisory Committee, Curriculum Committee, Admissions Committee, and Grievance Committee.

Student evaluations of each course are compiled and analyzed to help in assessing the effectiveness of faculty, reading lists, and course offerings.

Meetings, classes, and study do not account for all student involvement at Heller—as participants in the Welfare Basketball Team, the summer softball games, and the annual picnic can attest. Wine and cheese receptions in the Heller Lounge mark the start of the new semester, the completion of exams, and other occasions.

Housing	Feldberg Computer Center	Job Placement
<p>Most Heller School students live in apartments in Waltham, Cambridge, and the Greater Boston area. Graduate housing is available through the Office of Residence Life and University Housing. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses, and sharing their apartments with roommates.</p>	<p>The Feldberg Computer Center, located on campus, is available to students on a daily basis and at other times through special arrangements. Mini-courses are held at the center on the use of the terminals with more detailed instruction given through the Heller School and the computer science program. Staff systems analysts are available for assistance during the day and student assistants during the night. Two terminals located at the Heller School now allow Heller students direct access to the campus computer center.</p>	<p>Placements of students from both the doctoral and master's programs are marked by their diversity of settings and their opportunity for actively contributing to developing health and welfare policies. Despite recent cutbacks in the human services, Heller graduates have continued to have success in obtaining good jobs after completion of the program.</p>
<p><b>Day Care</b></p>	<p></p>	<p>The Heller School receives announcements from all over the country with openings for faculty, research personnel, human services managers, and policy analysts.</p>
<p>The Lemberg Children's Center is a nonprofit cooperatively-run day care center under the auspices of the University for children 2-6 years of age. The Center is open Monday to Friday, 8 a.m. to 5:45 p.m., twelve months a year. Tuition is on a sliding scale from \$285 to \$380 per month, with a limited number of less expensive public, tuition-assisted spots available. Preference is given to children of members of the Brandeis community.</p>	<p><b>Libraries</b></p>	<p>A career resource consultant coordinates information about available positions, and listings are posted regularly with the latest openings. Students also receive guidance in making appropriate career decisions and in selection of relevant courses. Each student is assigned a faculty adviser in the appropriate area of interest at the beginning of the program.</p>
<p><b>Athletic Facilities</b></p>	<p>The Brandeis Goldfarb Library and the new Farber complex, situated within easy walking distance of the Heller School, house approximately 775,000 volumes, microfilm holdings, periodicals, and newspapers. In addition, Heller faculty and staff members have compiled extensive collections in several substantive areas. Specialized collections in gerontology, long-term care, and health policy are housed at the School. The library collection in mental health and retardation is among the largest in the country. The Heller School reading room contains nearly 300 doctoral dissertations, numerous scholarly journals, and a collection of selected United States and Massachusetts state documents.</p>	<p>Career workshops, featuring training in resume writing, interview skills, targeting of career goals, and marketing of individual strengths are held annually to aid students in their job search. A job file with resumes, recommendations, and other material is kept for each student. Contact with potential employers is maintained through a series of recruitment visits to the School, through luncheons with colloquium speakers, and through correspondence. The School maintains with various agencies, governmental departments and universities. For master's students, the management laboratory project provides an important source of professional contacts and in some cases, direct job offers.</p>
<p><b>Student Center</b></p>	<p>Health services are available for all Heller students at the University Health Center at Stoneham Infirmary and the Psychological Counseling Center upon payment of an annual fee. Students must also have personal health insurance. A plan is offered through the Health Center for those not choosing some other plan.</p>	<p>The School's faculty and alumni provide another important source of information about the job market and referrals. Heller alumni, besides acting as a source of job contacts, have often recruited applicants to the two degree programs and have been active financial supporters of special programs set up to assist any graduate students in need while they attend the Heller School and to assist younger faculty members in their search for research support.</p>
<p>The Usdan Student Center, located a short walk from the Heller School, houses several cafeterias where meals and snacks may be purchased on an individual basis or through meal plan contracts. Kosher meals are available at Sherman Dining Hall, which is also the location of the Stein where pizzas, hamburgers, beer and wine may be purchased.</p>	<p></p>	<p></p>
<p>Other facilities at the student center include a bookstore, where all required course material is available, a post office, and a game room.</p>	<p></p>	<p></p>

Course Requirements	Grades	Tutorials
Residency requirements are fulfilled when doctoral students entering with an advanced degree complete at least 14 courses, and those entering without prior graduate work need 18 courses to satisfy this requirement.	Instructors evaluate students' performances in courses on the basis of the following rating scale: 1 Satisfactory indicates that a student has successfully completed all the requirements of the course and has earned course credit toward the degree. 2 Marginal indicates that a student encountered difficulty with the course materials. Marginal grades do not appear as such on the permanent record, and courses are counted toward the degree requirement. 3 Unsatisfactory means that the course does not count in meeting the student's requirements. If an unsatisfactory rating is received in a required course, then that course must be retaken. Should the new rating be satisfactory, it will replace the former unsatisfactory rating.	A student's advisor may request in writing to the director of the program that course credit be given for a tutorial. Such a recommendation should be made prior to the tutorial and should include an outline of the work to be covered as well as the circumstances justifying substituting a tutorial for a course.
Master's students satisfy residency requirements when they complete 12 courses and the management laboratory.		<b>Consortium</b>
Full-time study is defined to mean that a student averages 4 courses per semester; half-time status requires 2 courses per semester.		Brandeis University is part of a consortium arrangement with Boston College, Boston University and Tufts University, which allows Heller students to take courses at any of these institutions. Full-time doctoral students are permitted to take four courses outside the Heller School; part-time doctoral students and master's students may take two. Students wishing to take courses at other institutions must first complete four Heller School courses and obtain the approval of the appropriate program director. Generally, outside courses may not be used to substitute for courses offered in the Heller School's curriculum. Students are usually responsible for paying full tuition to Brandeis. In unusual circumstances, students may request to waive this requirement.
<b>Registration</b>	A doctoral student who receives 2 unsatisfactory ratings or 4 marginals (or 1 unsatisfactory and 2 marginals) will be referred to the program director and may be asked to withdraw from the program. Any master's student with 2 (or more) marginals, or 1 marginal and 1 unsatisfactory will be referred to the program director. Two unsatisfactory or 3 marginals constitute grounds for dismissal for academic reasons.	<b>Special Student Status</b>
Every resident student must file a Registration Card and Program Card, within the first two weeks of each semester. This requirement pertains to every Heller student, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or using any academic service or University facility.		Any individual not formally admitted to the Heller School wishing to take a course must apply to the dean for special student status. In order to receive special student designation the following criteria must be met:
If registration is not completed within the first two weeks, a charge of \$25 will be added to tuition.		<p><b>I</b> the candidate's request must be reviewed by the administrative staff and approved by the dean;</p> <p><b>2</b> special students must receive the consent of the instructor of any course they wish to attend;</p> <p><b>3</b> special students must pay the same tuition rate as that charged by the PhD and master's programs.</p>
<b>Program of Study</b>		
Before registering, students plan a program of study in consultation with their advisor. All courses must be listed on the Program Card. Audited courses must also be noted as "audit." Program Cards must be signed by advisor. A change of program, i.e., add or drop a course or change from audit to credit (or vice versa), can be made until mid-term. In the case of six-week courses offered during the summer, students must make the decision to drop or add the course by the second week of instruction. In order to do so, the advisor must initial the change on the Program Card.	<b>Incompletes</b>  <b>PhD</b> Incomplete courses must be finished within one year of the original grading. Unless the instructor informs the registrar in writing to extend the time period, incompletes automatically convert to unsatisfactory ratings after one year.  <b>Master</b> Incomplete courses must be finished by midterm of following semester.  <b>Audits</b>  Students may audit classes with the permission of the instructor. An audit will be entered on the permanent record only if the instructor indicates that the student has attended classes on a regular basis. In unusual cases an instructor may recommend that a student auditing a class who has satisfactorily completed all of the required work, receive credit for the course.	

# Courses of Instruction

## Management

2.50

### **Financial Accounting in Nonprofit Organization**

The objective of the course is to introduce the terminology, underlying concepts, preparation, and interpretation of financial reports of not-for-profit organizations; to understand what balance sheets, income statements, and funds flow statements tell managers and other interested parties, as well as what financial statements do not tell interested readers. The overriding purpose of the course is to become an intelligent user of financial statement information.

Mr. Simons

2.51

### **Management Control in Nonprofit Organizations**

Prepares students to exercise internal management control over an organization. It examines financial and programmatic types of controls; the unique problems that face managers of nonprofit organizations; the use of accounting systems to establish control over an organization.

Ms. Kane

2.52

### **Problems in Public Management**

Examines a variety of problems involved in the management of public agencies; various organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing large organizations; and the role of political pressures. Much of the course is devoted to a study of actual cases.

Mr. Glynn

Mr. Goldmark

2.53

### **Organization and Administration**

A survey of organizational theory and research as applied to administration of human services organizations. Topics include: organizational design and planning; decision-making, leadership, implementation, and program evaluation. Case illustrations will be drawn from human services, and the class will participate in a management simulation of a human services agency.

Ms. MacEachron

2.54

### **Personnel Management**

An overview of the problems and opportunities in managing people. Topics include selection of employees, motivation, performance appraisal, and labor relations. Part of the course is devoted to discussion of cases.

Mr. Saltzman

2.55

### **Management Information Systems**

The goal of this course is to help students deal intelligently with the choices involved in using computers.

The main focus will be on management tools and the uses of computers to improve the performance of organizations. To this end, students will become familiar with basic MIS concepts, with the systems development process, and with a range of important applications and issues. In addition, students will examine the use of computers as personal tools, and the impacts of computerization on broader social and economic issues.

As part of the course, students will gain hands-on experience with the Brandeis computer center, with the BASIC programming language, and—to a lesser extent—with selected word processing and decision support tools.

Mr. Mechling

2.56

### **Analysis of the Delivery of Human Services**

A broad overview of major trends and issues that cut across a number of human services fields. Topics include: means testing and entitlements, categorical programs, block grants, integration of services, contracting, public-private relationships, citizen participation, and manpower for the human services.

Mr. Gurin

2.58

### **Production and Operations Management**

This course develops an understanding and appreciation for the activity of operations management, with particular emphasis on organizations which deliver health and human services. In particular, the course seeks to achieve the following: identification and understanding of typical problems and issues facing the operations manager in the human services; a working familiarity with relevant analytic concepts and techniques; and development of experience in the structuring of operational problems and in the formulation of action plans for their solution.

Mr. Rosenthal

2.61

### **Law and Policy: Legal Aspects of Human Services Administration**

This course aims to help human services administrators understand the legal context of their work, and relate to legal issues and to legal advice. Students read statutes, cases, and regulations, focusing on a range of legal institutions and legal procedures. Special emphasis on the substantive law of children (child care, foster care), mental health, and income transfers.

Mr. Liebman

2.80

### **Social Statistics for Human Services Managers**

An examination of social interventions, the role and function of evaluation studies, evaluation design, special problems in assessing programs, and the potentialities and limits of evaluation studies.

Mr. Kurtz

2.82

### **Program Evaluation for Human Services Managers**

This course provides theoretical and practical instruction in the design and conduct of program evaluations in the human services field. The focus is on techniques suitable for program managers who guide evaluations of program impacts. Managers are also taught to be informed consumers of evaluation information in their respective human services fields. Both good and poorly crafted evaluations are reviewed. The course also assists students in the design of evaluation activities in the various lab projects. Through student projects, case studies and published reports, the course examines overall research design; the choice of appropriate instruments; collection and analysis of data; report writing; and utilization of findings.

Mr. Hahn

Additional courses in this area include:

- 3.50      Economics of the Public Sector
- 5.18      Management of Health Care Organizations
- 5.61      Issues in Criminal Justice: Policy and Management
- 5.70      Mental Health Services Management

## Social Policy and Social Welfare

29

2.99

### **Management Laboratory Project**

The management laboratory project, which is required for completion of the master's program, is designed for a group of 3-4 students, under faculty supervision, to function as a consulting team for a human services agency in the Greater Boston area. The team studies a management problem presented by the host agency, in order to analyze the relevant management issues and make recommendations for improvement of the situation. Findings and recommendations are presented to the agency and to the Heller School in a written report and an oral presentation. The management laboratory project gives students the opportunity to apply concepts and skills acquired in other classes in an actual management situation. The project is not designed as a practicum, whose main purpose is to acquaint the student with the workings of the agency. The project normally entails approximately 10-15 hours of work per week over a 4-month period.

Mr. Rosenbloom



3.00

### **The Social Context of Policy Issues**

This seminar explores the emergence and development of social, economic, and political institutions, and of value systems and ideologies reflecting and sustaining these institutions—the ever-changing context of policy formation in human societies. The orientation of the seminar is dialectic and trans-disciplinary. It draws on anthropology, psychology, ecology, economics, politics, sociology, history, philosophy, and social policy theory. The seminar is designed to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social issues, rather than adopt uncritically the values, assumptions, and positions of teachers, authorities, and established institutions.

Mr. Gil

3.01

### **Introduction to Social Planning**

This course is intended as an introduction to social planning for individuals with no previous training and/or experience in planning. It will introduce the student to concepts, issues and trends in planning within the human services sector, and will aim at developing basic skills in assessing planning situations and determining a course of action for the planner. Attention will be given to selected planning methodologies, as well as to the variety of roles a planner may occupy.

Readings, case examples and planning exercises will be utilized. Students will be expected to complete written reviews of designated literature, prepare class presentations, complete a project, and take a final examination.

Mr. Callahan

3.02

### **Seminar in Program Design**

The purpose of the course is to help students acquire skill in the design of social programs at the operational level. Planning and implementation literature will be used to suggest a series of recommended steps for program design. These will then be applied to the analysis of several recent and current programs to consider how they were designed and the adequacy of their design in the light of program experience.

Mr. Frieden, MIT

Mr. Gurin, Heller

3.08

### **Social Theory and Social Policy**

This seminar studies the evolution and dynamics of human societies from a dialectic perspective. It develops a theoretical base for radical analysis of social issues and for political practice aimed at social changes conducive to human survival, development, and liberation. The seminar examines assumptions concerning human nature, human needs, and universal aspects of the human condition in diverse environments. It identifies and examines key variables of social orders and social change, and interprets human societies and their evolution as results of efforts to satisfy biological, psychological and social needs and perceived interests through cooperation and/or conflict among individuals and groups.

These explorations yield a conceptual model and framework for the analysis of social policies and social orders and for the development of alternative policies and orders. These conceptual tools are then used in an analysis of the prevailing societal context of the United States.

Mr. Gil

3.17

### **Foundations of Social Welfare Policies in America**

This seminar will consider the nature and historical evolution of the range of beliefs and concepts that formed the basis for the development of the "welfare state" in the United States. These principles will be examined in their relationship to existing major social welfare programs; the arguments launched against them in the past decade by radicals, liberals and conservatives will be considered. The end goal of the course is to uncover the contemporary intellectual foundation for social welfare and to consider possible developments in the next decade.

Mr. Morris

Mr. Werner

3.18

**Ethical Dilemmas in Social Policy**

This seminar will consider the relevance and nature of ethical issues in public policy. The emphasis of the course will be on problems of distributive justice and will include the study of major contemporary theories. These theories will then be applied to practical issues involving the fair distribution of risk, responsibility and resources; these issues will be selected from areas of study at the Heller School, including income maintenance policy, policies on aging, and health policy. In addition, the course will consider other ethical dilemmas relevant to administration and practice in social welfare. While this course presupposes no formal training in philosophy or logic, it will challenge students to think and argue cogently and rigorously about the ethical implications of various policy options.

Mr. Werner

3.19

**Work, Individual and Social Development, and Social Welfare**

This seminar explores in depth a major social variable, *work*, its changing modes of organization throughout history and across cultures, and consequences of these changes for individual and social development, for social welfare, and for the institutionalization of social services. The seminar should facilitate insights into work as a universal, fundamental, existential process, whose structures and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival, development and welfare; and as they gained knowledge of nature and enhanced their technological capacities and skills. The seminar also aims to clarify the interdependence and interactions between various modes of work organization, and individual and social development, the quality of life or levels of welfare of social groups and classes, and the institutionalization of social welfare provisions and services.

Mr. Gil

3.20

**Sociological Concepts and Theory**

This course broadens the student's repertoire of potential theoretical models and gives practice in actual use of theory. Basic concepts include roles, norms, culture, and social systems. Theories range across a variety of fields from demography, formal organizations, and deviance, to stratification and social change. Various conceptual frameworks are then used to visualize research design, formulate hypotheses, and stimulate alternative possible explanations.

Ms. Giele

3.21

**Policy Analysis Seminar**

This course, which will normally be taken in the doctoral student's second year, is designed to integrate and apply perspectives and analytic techniques from economics, sociology, political science, and other disciplines. The emphasis will be on policy analysis in specific substantive areas and working groups will be formed around such common interests as health policy, income maintenance, the elderly, etc. Each student will write a policy-oriented paper in his/her particular area of interest.

Mr. Binstock

Mr. Altman

**Other relevant courses in this area include:**

- 2.61 Law and Policy
- 5.13 Issues in National Health Policy
- 5.17 The Sociology of Health and Illness
- 5.47 Social Policy and the Family
- 5.60 Deviance and Social Control Through the Courts
- 5.71 Social Aspects of Mental Health and Illness
- 5.76 Policy Analysis and Alcohol Use

3.24

**Studies in Theory of Political Action**

This seminar explores political theories and practice aimed at transforming societal structures and dynamics which obstruct individual and social development into societal contexts conducive to human survival and to the unfolding of innate human potential. The orientation of the seminar is trans-disciplinary and dialectic. Its general working hypothesis is that structures, dynamics, values and ideologies of social orders are shaped by human needs, interests, perceptions, interactions and choices; hence, they are *variables* which humans in any generation can adjust through collective efforts, to fit new insights and goals, rather than *constants* beyond the reach of human reason, critical consciousness, and political action. The following related topics will be explored:

- a inherent human needs and structural obstacles to their fulfillment and to the unfolding of human potential;
- b requirements of social orders conducive to individual and social development;
- c political strategies aimed at transforming prevailing social orders into alternative ones conducive to individual and social development;
- d integration of political practice into occupational, social and personal spheres of everyday life.

Mr. Gil

3.29

**Political Perspectives on Social Policy**

The course is designed to provide perspectives on institutional and other political factors which condition and shape public social policies in the U.S. Main topics are: the development and structure of American political institutions; the distribution and uses of power in a political context; the contemporary workings of governmental structures; and theoretical perspectives on social policy.

## Economics

31

3.30

**The Politics of Social Policy Implementation**  
In this course students will become familiar with theoretical and empirical material addressed to (a) the role of bureaucracies in the design and implementation of social policy, and (b) organizational and structural factors bearing on social policy implementation. A significant number of implementation cases are examined toward discerning patterns associated with implementation success and failure.

3.31

**The Politics of Bureaucracy**

This course considers the role of bureaucracies as instruments of governance and policy execution. The course provides an introductory survey of the literature on public bureaucracy and organization theory. While the material should be particularly relevant for anyone planning to conduct research in or about organizations, it is equally pertinent for those seeking a greater understanding of organizations from the perspective of client, worker or administrator. Topics to be explored include the growth of bureaucracy and efforts to assert administrative and political control over bureaucratic activities, bureaucracies as agencies of socialization and social control; and bureaucracy as workplace. Case examples are drawn from among national, state and local organizations. Views of bureaucratic dysfunction are considered along with contrasting prescriptions for remedying the problems.

3.32

**Urban Politics**

In this course topics will include an examination and analysis of government and politics in urban America: legal forms and political functions; machines and bosses; "good government" and civic virtue; changing forms and styles of local politics; the distribution and exercise of community power; urban problems and intervention strategies; issues and outlooks for the future of American cities.

Mr. Binstock

See also

5.22

**Politics and Policy Processes of Aging**

3.50

**Economics of the Public Sector**

The course investigates the limits of the private, public, and voluntary sectors in the economy in general and in the social protection system in particular. Federalism is the next topic, where the objective is to sort out the functions of the several levels of government in financing, regulating, and delivering human services. The tax system is considered in terms of the size of the tax burden. A broad look at the income transfer system concludes the course.

Mr. Hausman

3.51

**Alternative Economies**

This course analyzes the interrelationships between a nation's economic development, the structure of the political economy, and the social welfare of its people: a) contrasts between market and communist systems in the use of politico-economic mechanisms, b) potentials for new combinations of "planning" techniques and institutional arrangements, c) the extent of, inevitability, and welfare implications of income and wealth inequality in various countries, including developing nations.

Prerequisite: 3.52 or permission of the instructor.

Mr. Schulz

3.52

**Microeconomics**

This course provides an introduction to the uses of economics in analyzing social welfare problems. The course begins with an overview of how the economy fits into the broader social context. It then focuses on ways economists have developed to think about resource allocation problems and attempts to show that these concepts provide useful tools for analyzing social welfare problems. While the tools come primarily from microeconomics, the emphasis of the course will be on the analysis of social welfare policy.

Mr. Friedman

3.53

**Macroeconomics**

This course examines economic behavior on an aggregate basis, looking at consumer, business, and government spending as well as financial and labor markets to see how they interact. A major focus of the course is the joint problem of unemployment and inflation. The course will look at alternative theories about causes and remedies for these problems as well as their implications for the social welfare field.

Mr. Friedman

**Other economics courses:**

5.19	Health Economics
5.23	Economics of Aging
5.33	Economic Inequality
5.31	Labor Markets
5.32	Labor Institutions
5.36	Design of Income Maintenance Programs
5.37	Employee Benefits and Social Insurance
5.72	Economics and Mental Health



## Statistics and Research Methods

4.01 4.02

### **Research Methods and Statistics**

This course introduces students to basic concepts of research design and statistical techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), and they will be able to interact with the computer on-line using the terminals provided at the Heller School. Work on the computer will be integrated with classroom lectures. Each student will be provided with data, and staff members are available to provide necessary technical assistance.

Mr. Kurtz

4.01A

### **Computer Laboratory**

The computer laboratory provides instruction and experience in using interactive computer terminals and in using a packaged statistical program (SPSS). Computer assignments parallel the topics covered in SW 4.01. Instruction is also given in coding and preparing data for statistical analysis.

Ms. Kinard

4.01B

### **Statistics Laboratory**

A statistics lab will be offered weekly. Students will have the opportunity to review material covered in the lectures, to raise questions, and to do additional practice exercises. Review sessions will also be available to assist in preparing for exams. The content of the Statistics Lab will closely parallel the course lectures.

Staff

4.03

### **Qualitative Research Methods**

This course offers an overview of qualitative field research methods, when, why and how they are used. Students will learn how to select an appropriate methodology, design a field study, and collect and analyze qualitative data. Ethical and practical issues in gaining access to field sites, protecting subjects and reporting results will be examined through case examples, lecture and discussion.

4.04

### **Regression and Analysis of Variance**

This course deals with simple correlation, partial and multiple correlation, and analysis of variance, from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS is required. Prerequisite: 4.01 and 4.02 or equivalents. Mr. K. Jones.

4.06

### **Factor Analysis and Multivariate Designs**

The course introduces the student to and provides experience with multivariate methods. Involves the completion and report of a multivariate analysis using computer techniques, which is worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topics.

Mr. K. Jones

4.08

### **Evaluation Research**

The role of evaluative research in programs of directed social change will be considered from a number of viewpoints: the philosophical orientation of scientific investigations, the goals and models of social science research, the design of outcome and process-oriented studies, the appropriate methodological strategies, and the institutional contexts in which social programs are embedded.

Mr. Rosenfeld

4.41

### **Dissertation Seminar**

This is an individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisors, have selected a dissertation topic. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members.

Enrollment by permission of the instructor only. (Not for credit course)

Mr. W. Jones

4.43

### **Social Forecasting Methodology**

This course introduces the student to methods of analysis for time series data. Topics include lagged regression, smoothing functions, ARIMA models, and spectral analysis. Course S.W. 4.04 and a knowledge of computer procedures are assumed.

Mr. K. Jones

4.60

### **Laboratory in Interactive Computer Analysis**

This course introduces the student to advanced data processing techniques and computer programming. The student will learn to write his or her own programs in either FORTRAN or BASIC.

# Course Descriptions in Specialized Areas

## Health

33

5.13

### **Issues in National Health Policy**

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention on developing a rationale for understanding the relationship between the Federal government, state governments and private health-care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; national health insurance; governmental efforts at planning and regulation with particular attention on comparing the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system.

Mr. Altman  
Mr. Wallack

5.14

### **Seminar in Health Planning and Regulation**

This seminar investigates public and private decisions—legislative, regulatory, and medical—which influence both the type of health care delivered in this country, and who receives it. Specific decisions analyzed include Swine Flu inoculation, distribution of physicians and hospitals by location and specialty, and the costs and effects of several new medical techniques. The impacts of such regulatory methods as hospital rate setting and certificate of need review are weighed. The successes and failures of national and regional health planning are evaluated. Methods of building a universally accessible and affordable health care system are discussed. Each year, the course considers several specific topics of current interest.

Prerequisite: S.W. 5.13, *Issues in National Health Policy*, or equivalent knowledge.

Mr. Sager

## Aging and Long-term Care

5.16

### **Health Policy Research Seminar**

The Health Policy Research Seminar is built upon discussions of the current research activities of students, Brandeis faculty and outside experts. The issues covered vary broadly, both in terms of issue content and academic discipline. Over the past year, presentations have been given by sociologists, political scientists and economists. The areas covered included the reimbursement and regulation of hospital and nursing homes, the trends in the organization of medicine, and the performance of health planning agencies. Mr. Wallack

5.17

### **Problems and Issues in the Sociology of Health and Illness**

The aim of this course is to offer a socio-cultural-historical-political perspective on the study of problems of health and illness. We will accomplish this by examining some of the basic assumptions underlying the way we conceive of and study issues in health care.

Mr. Zola

5.18

### **Management of Health Care Organizations**

The course will focus upon the special contingencies which come into play in managing a health care institution. Particular emphasis will be placed upon the complex issues involved in hospital administration.

Course requirements will consist of readings, active class participation in case discussion and analysis, field research for a paper, and a final take-home paper that analyzes a particular problem of decision-making and management.

Mr. Rosenbloom

5.19

### **Health Economics**

Provides an examination of the economic aspects of the production, distribution, and organization of health services. The course is devoted to applying the framework of economic analysis to the health service sector. Special attention is given to supply and demand of medical care facilities and markets for manpower.

Prerequisite: 3.52 or permission of the instructor.

Mr. Berry

### **Other Health Courses Include:**

5.15 Long-term Care Policies and Planning

5.26 Child Health Policy

5.22

### **The Politics and Policy Processes of Aging**

Examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes through which selected public policies directed toward aging persons are evolved and implemented.

Mr. Binstock

5.23

### **Economics of Aging**

Focuses on major decisions and constraints affecting economic welfare in later life. The economic status of the aged is examined in a general framework of income distribution concepts and policies. The interaction of demographic and economic variables and the interrelated settings of work and retirement are analyzed. Major attention is given to the role of pensions (including cross-national comparisons), measures of adequacy, and financing mechanisms.

Mr. Schulz

5.24

### **Long-term Care Policies and Planning**

Federal, state, and local efforts to improve the provision of long-term care in the United States seem in disarray. The course will aim first to understand the reasons for disarray, and then to explore means of improving programs for the disabled, particularly the elderly. Public programs and generic problems affecting other groups (the mentally retarded, chronically mentally ill, and children disabled at birth, the working aged disabled, alcoholics, and drug abusers) will be considered briefly. Long-term care policies' political and social foundations will be explored. Plans' and programs' objective circumstances and value bases will be examined. The interaction between policy and planning-program considerations will be discussed. The course begins with a global examination of public policy; continues with a closer look at specific questions of knowledge, organization, power, and ethics; and then concludes by returning to policy and how to improve it.

Mr. Sager

5.31

**Labor Markets**

This course aims at providing students with an understanding of what determines earnings, employment, and unemployment. After treating traditional and modern theories of the labor market, the course covers the effects of unions, unemployment and wage inflation, earnings differences by sex and race, the nature of the labor migration process, and the youth labor market.

Mr. Lerman

5.32

**Labor Institutions**

This course is aimed at providing both the manager and the public policy analyst with an introduction to several institutional aspects of the labor market. The major topics addressed include unions and collective bargaining, legal regulation of union-management relations and equal employment opportunity, and employment and training programs. The course may be taken separately or in conjunction with such related courses as S.W. 2.54 (*Personnel Management*) or S.W. 325 (*Labor Economics*).

Mr. Saltzman  
Mr. Hahn

5.33

**On Economic Inequality**

After dealing with the ethical arguments concerning income inequality, the course exposes students to the methodology for assessing economic inequality and to the state of knowledge about the causes of inequality. Major topics include the distribution of labor income, the distribution of wealth, racial and sex differences in income, intergenerational mobility, the government's role in affecting poverty and inequality, and aspects of the world distribution of income.

Mr. Lerman

5.36

**Design of Income Maintenance Programs**

What are the risks to income loss against which households might be protected by private, public, and voluntarily financed income transfers? Considered first are income transfer programs designed to address chronic poverty. The principal elements of various income subsidies are described and analyzed. Commodity subsidies for the poor and for those with exceptionally large "special needs" are studied. The design of private and public insurance programs for the unemployed, disabled, and aged are investigated. Side effects common to all programs, including effects on work and household structure, are stressed.

Mr. Hausman

5.37

**Employee Benefits and Social Insurance**

This course examines the economic and institutional characteristics of selected employee benefit and social insurance programs, including employer-provided health insurance and pension plans, disability insurance, worker compensation, and unemployment insurance.

Mr. Saltzman

**Other courses in this area include:**

- 5.25 Family, Employment and Sex Roles
- 2.54 Personnel Management
- 2.70 Economics of the Public Sector



5.44

**Issues in Children and Family Services**

This course examines the status of children in the United States today. Particular attention is paid to children experiencing a variety of problems such as poverty, abuse or neglect, physical or emotional handicaps, or deviant behavior, and to the role of families and of public and private institutions in trying to lessen these problems. The traditional child welfare services are reviewed along with child-focused programs in other sectors such as health, education, and justice. Analysis of children's services in other countries provides perspectives on American service models and on policy formulation and program implementation in Massachusetts and at the federal level.

Ms. Klerman

5.45

**Family, Employment, and Sex Roles**

This course examines changing sex roles in connection with the problems of integrating work and family life. Recent developments include growth of day care, flexible work schedules, expanded benefits packages, and a larger role for men in family life. These trends are examined with a conceptual framework that identifies sex role crossover and family-community partnership as structural advancements in policy for handling greater complexity in the interchanges between family, economy, and the state.

Ms. Giele

5.46

**Child Health Policy**

Infants, children, and adolescents—as well as women with fertility-related needs—pose unique problems for the health care system. This course examines current systems of providing and financing care for these populations. The major foci will be the development and implementation of policies and the present operation of programs at the federal, state, and local levels. The history of child health care and the approaches of other countries to child health problems will also be studied.

Ms. Klerman

5.47

**Social Policy and the Family**

This course treats the family as a key element in social policy formulation and analysis. It reviews changes in modern family structure, the range of policy options available, and actual experience in the U.S. and other countries in developing family-related programs and policy. Analysis focuses on two generic categories: services to vulnerable family members (children, the aged, and the disabled); and social programs to support basic family functions such as health, economic independence, and housing.

Ms. Giele

5.70

**Mental Health Services Management**

This course reviews the basic elements of mental health service organization and delivery as well as key mental health management issues, with the goal of enabling students to apply their knowledge of principles of community mental health to the development of managerial skills. In addition to exploring the impact of Federal, state and local policies on mental health program development, financing and administration, the course deals with such critical problem areas as deinstitutionalization, inequity in resource allocation, and stigma as they affect the quality and distribution of services. Particular attention is paid to the specific application of organizational theory and management techniques to programs for the mentally disabled.

Dr. Christmas

5.71

**Social Aspects of Mental Health and Illness**

Designed for students interested in a survey of basic issues currently salient among the mental health professions, this course examines the issues from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing and paraprofessionals) and addresses them with respect to their implications for social policy.

Dr. Spiegel

5.72

**Economics and Mental Health**

This course applies economic analysis to policy problems in the mental health area. Areas addressed include: cost-benefit and cost-effectiveness analysis of mental health services, regulation of professionals' clinical practice, financing acute and chronic care. Students should be familiar with basic concepts of microeconomics and statistics.

Mr. McGuire

5.74

**Ethnicity and Mental Health**

This course begins with a review of the background of collaboration between psychiatry and cultural anthropology in the period 1920-1940. Attention then centers on the more recent interests in the context of community mental health with the delivery of culturally-appropriate services to ethnic and minority groups. Both the ethnographic and the mental health literature for a number of different ethnic groups is intensively reviewed with the help of resource people from agencies dealing with these ethnic groups.

Dr. Spiegel

5.85

**Application of Social Theory to Alcohol Use**

The seminar is organized around a review of social science explanations of alcohol use and their relationships to existing social policies in alcohol. The seminar is tailored to meet the needs of participating students. Mr. Kurtz

5.86

**Seminar in Policy Analysis and Alcohol Use**

The seminar provides students with an opportunity to examine a policy related to alcohol use. Participants are expected to identify a current policy issue in alcoholism, review available materials on their own and develop a policy statement or alternative statements related to the issue. The policy statement must include a summary of information needed in order to proceed with the development of the policy.

Mr. Kurtz



Senior Research  
Staff**Stuart H. Altman**

the dean of the Heller School, is an economist whose research interests are primarily in the area of Federal health policy. Between 1961 and 1976, Dean Altman was the deputy assistant secretary for Health Planning and Evaluation at HEW. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for developing the Council's program on cost containment. He is currently an advisor to the Office of Technology Assessment, the Health Care Financing Administration and the Clinical Scholars Program of the Robert Wood Johnson Foundation. He also is a member of the Institute of Medicine of the National Academy of Sciences.

**Ralph E. Berry, Jr.**

an economist, is an adjunct professor and a senior research associate in the Center for Health Policy Analysis and Research. He is director of the program in Health Policy, Planning, and Administration. His principal research interest is health economics. He has researched and published in the areas of health care regulation, the economic cost of disease, and public policy. Representative among his publications are: "Cost and Efficiency in the Production of Hospital Services," *The Economic Cost of Alcohol Abuse*, and "Research Needs for Future Policy" in *Hospital Cost Containment*. He is an associate editor of *The Review of Economics and Statistics* and a member of the editorial boards of *Inquiry* and *The Urban and Social Change Review*.

**Robert H. Binstock**  
is Louis Stulberg Professor of Law and Politics, and director of The Policy Center on Aging at Brandeis University. A former president of the American Gerontological Society (1975-76), he served as director of the White House Task Force on Older Americans in 1967-68, and as chairman of the Adult Development and Aging Research and Training Committee, National Institutes of Health, 1971-72. He is the author of numerous articles on the politics and policies affecting aging. His books include *Feasible Planning for Social Change*, *The Politics of the Powerless*, *America's Political System*, and *Handbook of Aging and the Social Sciences*. Among the honors he has received is the Donald P. Kent Award from the Gerontological Society of America for "exemplifying the highest standards of professional leadership in gerontology through teaching, service, and interpretation of gerontology to the larger society."

**Christine E. Bishop**

is an economist specializing in health economics, with particular emphasis on both the production and demand for long-term care services by the elderly. Recent publications have been concerned with the costs of nursing home care and the problems of supplying long-term care insurance to the elderly. She has also carried out research concerning the health care work force, nursing home investment, and factors affecting choice of living arrangement among the elderly. Currently a member of the Health Care Technology Study Section of the National Center for Health Services Research, she consults to various federal agencies on research and policy issues.



**Joanne Baxter Bluestone**

joined the staff of the University Health Policy Consortium in November 1980 as the principal investigator and project director for the Social Health Maintenance Organization project. For three years prior to her joining the Center staff, she served as executive director for the Health Planning Council for greater Boston, the federally designated regional planning agency covering Boston and the sixty-five surrounding cities and towns.

Prior to coming to Brandeis she was assistant commissioner for Health Services in the Massachusetts Department of Public Health. She was responsible for the coordination and supervision of the health services programs of the department, the seven Public Health hospitals, the Division of Alcoholism, and the Division of Family Health Services, and was responsible for the department's regulatory functions.

**Erik Payne Butler**

is director of the Center for Public Service. A specialist in education and youth employment, he has developed curricula and programs for adolescent and adult learners, and managed various local programs in both employment and education fields. Formerly executive director of Vice President Mondale's Task Force on Youth Employment, he also serves as a trustee of the National Child Labor Committee, and as a visiting scientist at the Battelle Memorial Institute's Human Affairs Research Centers. He is also on the national advisory boards of two television series being produced on youth employment and on the role of technology in the development of labor markets of the future. He has recently published "Managing Local Youth Programs," a monograph written for the National Council on Employment Policy.

**James J. Callahan, Jr.**

is director of the PhD program, and director of the Levinson Policy Institute. He has an extensive background in public administration and management, including service as secretary of Elder Affairs for the Commonwealth of Massachusetts, 1976-78. Earlier positions include director of the State Medicaid program, commissioner of the Rate Setting Commission, and administrator of a long-term care hospital.

**June Jackson Christmas, MD**

is a leader in the area of health and mental health. She received her medical degree from Boston University and has served in the Department of Psychiatry at Harlem Hospital, as director of the Harlem Rehabilitation Center, and as a member of the faculty of Columbia University College of Physicians and Surgeons. From 1972 to 1980 she was the commissioner of Mental Health, Mental Retardation and Alcoholism Services for the City of New York. She has served as president of the American Public Health Association and vice president of the American Psychiatric Association. Currently, she is medical professor and director, Program in Behavioral Science, School of Biomedical Education, City College, City University of New York. Her research has been in community-based psychiatric rehabilitation and in innovative mental health staffing patterns.

**Mark D. Corrigan**

is the director of the National Institute for Sentencing Alternatives, one of the newest research centers at the Heller School. He has extensive background in corrections management and justice policy development. For two years prior to his appointment at Brandeis, Mr. Corrigan served as first deputy commissioner of the New York City Department of Corrections. He has also worked as executive deputy commissioner of the New York State Department of Correctional Services and special assistant to Mayor John V. Lindsay. His areas of expertise are sentencing reform, prison and jail overcrowding, and judicial intervention in the administration of corrections. Mr. Corrigan co-author of *Managing Criminal Justice in an Era of Resource Constraint*, scheduled for publication by Chatham House Publishers in the late fall. He has also written articles on this same topic as a consultant and executive trainer for the U. S. Department of Justice and the National Institute of Corrections.

**William Crown**

is an economist and regional planner who specializes in regional economic growth and income distribution. Currently, he is applying this background to policy issues related to the aging. From 1978 to 1982, he was a researcher and computer consultant on the multiregional planning project (MPP) at MIT. He also served as director of the MPP in 1980. Recent papers include "Selected Supply-Side Issues in Multiregional General Equilibrium Models" and "Analysis of Industrial Output Curtailment in New England." He is a member of the National Economic and Regional Science Associations, and the Gerontological Society of America.

**Henry S. G. Cutter**

a research social psychologist at the Veterans Administration Medical Center, Brockton, Massachusetts, specializes in the field of alcoholism. Current research interests include analysis of the motives for drinking (and not drinking) among alcoholics and rate of relapse to drinking after treatment, influence of spouse as model on drinking behavior among married couples, and the role of endogenous brain opiates in ethanol analgesia. Professor Cutter has had considerable experience in the evaluation of treatment for married alcoholics and their wives and in the group treatment of the drug-dependent in therapeutic communities.

**Stephen L. Day**

is senior research associate with the Levinson Policy Institute, conducting research and policy studies related to aging and long-term care. Presently, he is concentrating on the evaluation of the National Long-Term Care "Channelling" Demonstration. His previous work has included participation in the development and administration of the Massachusetts Department of Elder Affairs and the Massachusetts Home Care Program; working on legal assistance and legislative advocacy for elders through Legal Research and Services for the Elderly, Inc.; and providing consultation on program and service system development to state and local agencies.

**Larry M. Diamond**

is a sociologist whose major interest is in alternative health and social service delivery systems. He has conducted an investigation of community-based human service technologies used to avoid or postpone institutional placement of at-risk populations. He is a principal staff member of a project testing the efficacy of a prepaid, capitated health and social services system for the elderly. He is also conducting research on the services delivered through community direct-action organizations. Mr. Diamond has published articles in *The Health Care Finance Review* and *The Gerontologist* and has submitted several monographs to the Department of Health and Human Services.

**Gunnar Dybwad**

specializes in the field of mental retardation and other developmental disabilities. He has previously served as executive director of the Child Study Association of America and of the National Association of Retarded Citizens and as consultant to President Kennedy's Special Assistant on Mental Retardation, the U.S. Public Health Service, the U.S. Office of Education, the President's Committee on Mental Retardation and numerous state agencies. He is currently president of the International League of Societies for the Mentally Handicapped and chairman of the board of the Epilepsy Society of Massachusetts. Recent publications include "Trends in the Protection of Children's Rights" and "The Judiciary's Protective Role and the Separation of Powers in the Light of Recent Consumer-Inspired Court Cases."

**Rosemary F. Dybwad**

a sociologist, is primarily concerned with the international aspects of mental retardation and other developmental disabilities. From 1964 to 1967 she was co-director, with Gunnar Dybwad, of the Mental Retardation Project of the International Union for Child Welfare, Geneva, Switzerland. She is the author of numerous articles and in 1978, edited the second edition of her *International Directory of Mental Retardation Resources*. She and her husband have received awards for their distinguished services both from the American Association of Mental Deficiency and the International League of Societies for the Mentally Handicapped.

**Barry L. Friedman's**

principal research interest is policy analysis in the area of income maintenance. Most recently, he was the principal investigator of a study financed by the U.S. Department of Labor on the Massachusetts Workforce Program. He has studied issues related to labor supply, job creation, and program design and administration. A secondary interest is the development of managerial forms and examination of their role within the broader economy, focusing on the relationships between large public or private organizations and the market sector. Recent publications include (with Leonard J. Hausman) *Work, Welfare and the Program for Better Jobs and Income*, prepared for the Joint Economic Committee, and "Welfare in Retreat: A Dilemma for the Federal System."

**Janet Zollinger Giele**

a sociologist, has conducted extensive research on the changing roles of women, family policy, and adulthood and aging. From 1972 to 1974 she was principal consultant to the Ford Foundation Task Force on Women. During 1977 and 1978 she chaired a Social Science Research Council study group on "Women in the Middle Years." She lectures widely, has been a consultant to a number of foundations, and has served on the research review committee of the U.S. Administration on Children, Youth, and Families and is a member of the editorial board of *Women's Studies*. Her works include *Women: Roles and Status in Eight Countries, Women and the Future: Changing Sex Roles in Modern America, Women in the Middle Years: Current Knowledge and Directions for Future Policy*, and a major review article on "Social Policy and the Family" for the *Annual Review of Sociology*. Under a grant from the Lilly Endowment, she is currently engaged in a major survey of college women's changing life patterns. In addition (with Professor Perlman), she is conducting research on the role of the family in the care of handicapped persons.

**David G. Gil**

a social worker and social scientist, teaches social theory, political philosophy, social policy, and political action. His research and practice focus on the roots and dynamics of social and individual problems in capitalist societies and on strategies to transform them into democratic-socialist societies compatible with the requirements of human development. Before coming to Brandeis in 1964, he worked as farmer, social worker, administrator, and researcher in the United States and abroad. His writings include *Unravelling Social Policy*, *The Challenge of Social Equality, Beyond the Jungle, Violence Against Children*, and *Child Abuse and Violence* (editor), as well as numerous journal articles. He has served on the editorial boards of *Child Welfare*, *Children and Youth Service Review*, *American Journal of Orthopsychiatry*, *Journal of Sociology and Social Welfare*, *Social Development Issues*, *Humanity and Society*, and *Evaluation and the Health Professions*. He teaches also at Washington University and Harvard University Extension, and he recently served as president of the Association for Humanist Sociology.

**Thomas Glynn**

assistant dean of the Heller School, teaches the public management course. Mr. Glynn received his PhD from the Heller School in 1977. His major responsibility at the school is overseeing external programs—development, executive education and relations with corporate, voluntary and governmental organizations. Mr. Glynn has served as an assistant to the governor of Massachusetts and on the White House staff as executive director of Vice President Mondale's Task Force on Youth Employment.

**Peter Goldmark**

is currently the executive director of the Port Authority of New York and New Jersey and has had extensive public service experience, including appointments as director of the budget, State of New York; secretary of Human Services, Commonwealth of Massachusetts; and executive assistant to the mayor of New York City.

**Leonard W. Gruenberg**

has been working for the last ten years as a health planner and policy analyst specializing in the area of long-term care. He has developed certificate of need guidelines for long-term care institutions for the Commonwealth of Massachusetts and has coordinated a large-scale evaluation of the Pennsylvania Domiciliary Care Program. Currently he is designing an experimental health and social service program for chronically impaired elderly, which will integrate concepts from experimental community care organizations and from health maintenance organizations.

**Arnold Gurin**

former dean of the Heller School, is interested in the organization and administration of social services and Jewish community organization. His recent research activity includes studies of contracting between public and private agencies, and an organizational study of the Department of Social Services in Massachusetts. He is director of the Training Program in the Economics of Mental Health. He has contributed a chapter to a book, *Management of Human Services*; his other publications include *Community Organization Curriculum in Graduate Social Work Education* and *Community Organization and Social Planning* (with Robert Perlman).

**Andrew B. Hahn**

is director of the Heller School's Center for Employment and Income Studies. His principal research interests are in the employment problems of low income, entry-level workers and professional personnel. His current research in the area of youth employment deals with program evaluations and technical assistance to the Department of Labor, other Federal agencies, and foundations. He is engaged in a national study of youth training program effectiveness and dissemination of program results. Other recent studies include an evaluation of two job search assistance programs for youth; an evaluation of a mandatory work experience program for welfare fathers; and a study of the effects of changes in welfare rules on New England's poor. Mr. Hahn is a frequent lecturer on youth employment, has published recent journal articles, government reports and newspaper editorials. He is writing a book on youth employment with colleague Robert Lerman.

**Leonard J. Hausman**

directs the Master's Program in the Management of Human Services. He co-directs the Center for Social Policy in the Middle East and is chairman of the Center for Employment and Income Studies. Currently, he is studying the transformation of the welfare state in Western countries, examining in particular the corporate, voluntary, and public components of the social protection system.

**Kenneth J. Jones**

is interested in the area of cost, financing and efficacy of various service modalities for the developmentally disabled. Recent publications include "The Costs of Ideal Services to the Developmentally Disabled Under Varying Levels of Adequacy," and "Policy Implications for the Five-Year Study of Cost and Services Needs of the Developmentally Disabled." He teaches in the areas of computers, multivariate analysis and forecasting time series. He is a fellow of the American Association for the Advancement of Science.

**Wyatt C. Jones**

a sociologist and social psychologist, studies the impact of large-scale interventions on individuals, groups and society, with emphasis in the areas of mental illness, alcoholism, utilization of health services and deinstitutionalization. His teaching centers on research design and methodology, use of secondary data, information systems and evaluation. He directs a doctoral research training program for the Veterans Administration. He serves on the editorial boards of the *Research on Aging*, *Journal of Social Science Research*, and *Evaluation Review* (associate editor), and has co-authored a textbook, *Social Problems: A Social Policy Perspective*.

**Nancy Morgan Kane**

teaches managerial accounting and control. Ms. Kane is an assistant professor of management at the Harvard School of Public Health. In addition to her teaching responsibilities, she co-chairs The Executive Programs in Financial and Health Systems Management. Her research centers on the strategic analysis of hospitals in competitive environments, and development of alternative reimbursement systems in health care.

**E. Milling Kinard**

is a sociologist whose major interest is in the mental health field. Two areas of her recent research have concerned emotional development in abused children and patients discharged from state mental hospitals. She teaches a computer laboratory introducing students to computer programming. Her current research involves a longitudinal study of children at risk for mental health problems.

**Lorraine V. Klerman**

approaches social policy issues from a public health perspective. Her teaching and research interests focus on the health and welfare of women and children with particular emphasis on adolescents and pregnancy and parenting in this age group. She was on the staff of the Select Panel for the Promotion of Child Health, is on the editorial board of the *American Journal of Public Health*, and serves on several federal and state advisory groups. She is currently responsible for the evaluation of a program for adolescent parents and for a study of problem absenteeism among middle school students. She recently completed editing two monographs for the federal government: *Research Priorities in Maternal and Child Health and Promoting the Health of Women and Children Through Planning*.

**Albert L. Kramer**

a district court judge in Massachusetts, specializes in the politics and administration of government. He was chief policy adviser to former Massachusetts Governor Francis W. Sargent with responsibility for researching, drafting and writing major state policy papers and speeches. He was founder and director of the Massachusetts Law Reform Institute and executive director of the Voluntary Defenders Committee, Inc.

**Marty Wyngaarden Krauss**

is the associate program director of the Mental Retardation Training Program and a research associate in the Social Sciences Department at the Eunice Kennedy Shriver Center for Mental Retardation. Her current research interests include competitive employment models for persons with mental retardation, the effectiveness of genetic screening programs, and the analysis of services to handicapped persons using statewide management information systems. She is a co-author of *Coming Back: The Community Experiences of Deinstitutionalized Mentally Retarded Persons* as well as several articles on service delivery to persons with handicapping conditions.

**Norman R. Kurtz**

a sociologist, specializes in the field of alcoholism. Current research interests include evaluation of occupational alcoholism programs and related social welfare issues. He has co-authored a number of papers reporting research in occupational alcoholism. An introductory statistics text, *Social Statistics*, is in press with McGraw-Hill Company and will be published in January, 1983. A special consultant to the director of the National Center for Health Services Research (NCHSR), he also is chairperson of a committee responsible for supervising its evaluation of health technology workshops for NCHSR. Former chairperson of the Training Review Committee of the National Institute of Alcohol Abuse and Alcoholism, he continues as director of Policy Studies in Alcoholism at the Heller School.

**Robert Lerman**

is an economist specializing in income maintenance and employment policies as well as the determinants of labor market and income distribution outcomes. In work for the Joint Economic Committee of the U.S. Congress and for the Department of Labor, he actively participated in efforts to reform welfare and to reshape youth employment programs. In addition to his research on income and employment issues, Dr. Lerman has also conducted studies on Israeli income maintenance and housing policies. Among his most recent articles are: "Options in Income Support for the Aged: A Critique of the Two-Tier Approach," "The Impact of Family Status on Racial Income Differentials," and "Evaluating Project Renewal's Impact on Low Income Housing in Israel: An Overview of the Issues."

**Lance Liebman**

teaches the course in law and policy. He is associate dean and professor of law at the Harvard Law School. He is a graduate of Harvard Law School, was law clerk to Supreme Court Justice Byron White and worked for two years as assistant to New York City Mayor John Lindsay. His recent books include *Property and Law; Ethnic Relations in America; Public Duties: The Moral Obligations of Government Officials*.

**Joanna Lion**

is a medical sociologist who was associated for nearly ten years with the Center for Health Administration Studies at the University of Chicago Business School. She has also had practical public policy experience working for two state hospital associations and was most recently at the Boston University Medical School working on a data base for fee-for-service HMO's. Her major policy interests include minority health care, health care planning, and costs of health care related to reimbursement policy. Publications include: *Two Decades of Health Services: Social Survey Trends in Use and Expenditure*, co-authored with Ronald Andersen and Odin W. Anderson. Her article in the *Health Care Financing Review* reports on case mix differences in ambulatory care by setting, as part of the ambulatory care project ongoing for the last three years at Heller. Ms. Lion is a consultant to various departments of HHS as well as private organizations.

**Ann E. MacEachron**

is program director of the Mental Retardation Research Training Program and director of social psychology at the Eunice Kennedy Shriver Institute for Research in Mental Retardation. Her current research in the area of mental retardation deals with management of community residential services, the analysis of health care needs, and the description of ideal comprehensive service delivery systems in the community. Her recent books include *Regional Evaluation Guide for Human Services and Basic Statistics in Human Services: An Applied Approach*. Her recent articles include "Supported Work for Mentally Retarded Adults," "A National Survey of Public Social Services for Handicapped Children," "Drug Control of Handicapped Adolescents," and "Self Preservation Ability Among Developmentally Disabled Persons in New York State."

**Thomas G. McGuire**

is an assistant professor of economics at Boston University. He received his PhD in economics from Yale University. He has published articles in public finance, and the economics of health and mental health. He is recently the author of *Financing Psychotherapy: Costs, Effects and Public Policy* (Ballinger, 1981) and co-author (with Burton Weisbrod) of *Economics and Mental Health* (USGPO 1981). His current research concerns the financing and regulation of mental health services and the demand for physicians' services.

**Albert R. McMahill**

associate director of the Center for Public Service, has as his primary interest the reform and restructuring of public education. His background includes the creation and operation of storefront learning centers and alternative schools, operation of training institutes for school administrators and teachers prior to desegregation, directing a community agency in Boston committed to citizen involvement in decision making, and developing university-based programs designed to help improve the operation of local school systems. Most recently, he served as director of Boston's Project YES, a youth employment program which served over 12,000 teenagers.

**Gerry Mechling**

teaches the course on management information systems. He received his PhD in public affairs from Princeton University and has had extensive public service experience, including terms as director of the Office of Management and Budget in Boston and assistant administrator of the Environmental Protection Administration in New York City. Mr. Mechling is a consultant in the areas of general management, strategic and economic analyses, financial management, and the design and implementation of innovative technologies and programs.

**Robert Morris**

has research interests that include policy and program development in the social services, health care, aging, and the adoption of scientific innovation. He was founder and served from 1970 to 1976 as director of the Levinson Policy Institute. In recent years, he has served in consulting and advisory capacities to the National Institute of Mental Health, the Veterans Administration, the International City Management Association, the Department of HEW Office of Planning, and Office of Human Development Services, among others. He has authored or co-authored *Centrally Planned Change; Toward a Caring Society*; and *Social Policies of the American Welfare State*, as well as numerous articles. He was editor in chief of the 16th edition of the *Encyclopedia of Social Work and Welfare*.

**Robert Perlman**

has research interest in policy analysis from the perspective of the American family. He recently co-authored *Families in the Energy Crisis* and is the author of *Consumers and Social Services*. He has taught social planning and is co-author of *Community Organization and Social Planning* (with Arnold Gurin).

**Cecilia Rivera**

is with the Center for Employment and Income Studies. She has conducted research in the area of child welfare and mothers' employment in third world nations. Presently, she is project director of an evaluation of two job search assistance programs for disadvantaged youth in urban settings and will extend that interest into an experiment combining job search assistance with direct incentive payments for youth and employers. She received her PhD degree from the Heller School.

**David Rosenbloom**

teaches a course in management of health care organizations and is coordinator of the management laboratory projects. Mr. Rosenbloom was commissioner of Health and Hospitals in Boston and recently headed Mayor White's Special Task Force which designed a plan for implementation of the public service cut-backs caused by Proposition 2½. He received his PhD in political science from MIT and has conducted research on various political and public management topics.

**Alan S. Rosenthal**

a sociologist, is principally concerned with the design and conduct of evaluation research, especially in the area of quality of life in long-term care programs and alternative service organization and reimbursement options for long-term care. Previously his professional experience has been in applied research and planning in the areas of health care and social services sponsored by federal, state and local governments. His publications include: "Needs Surveys and the Social Construction of Reality," "Factors Affecting Home Health Agency Behavior and Interactionists View," and "A Comprehensive Study of the Quality of Life and Care in Worcester Nursing and Rest Homes."

**Stephen R. Rosenthal**

has been working in the field of public management since the late 1960s. For seven years he has been on the faculty of the Boston University School of Management, where he teaches operations management primarily to students with career interests in government or health care. He has also held visiting faculty appointments at Princeton and Columbia Universities. He has served as a consultant, operations analyst, policy analyst and program manager for a variety of public sector agencies at the federal, state, regional, and local levels of government. His research interests involve the implementation of public policy and the design of analytical methods for monitoring and improving the performance of public service delivery systems. Professor Rosenthal's fields of application include the human services, housing and transportation. His recent publications include articles in *Public Policy, Policy Analysis, Human Systems Management and Urban Analysis*. Dr. Rosenthal's new book *Managing Government Operations* has been published by Scott Foresman (1982).

**Alan Sager**

is an assistant professor of urban and health planning and serves as research director of the Levinson Policy Institute, the research unit of the school directed toward long-term care issues. His principal teaching and research interests are in long-term care, health planning, and hospital ecology. One of his current studies estimates the effectiveness of various home-care service packages for the elderly and the other analyzes urban voluntary hospitals' responses to racial change in surrounding neighborhoods. He is a member of the boards of the Comprehensive Health Planning Council of Greater Boston and the Massachusetts Health Data Consortium and serves as clerk of the Massachusetts Easter Seals Society. Mr. Sager's recent publications include *Planning Home Care for the Elderly* (Ballinger) and *The Closure of Hospitals That Serve the Poor* (A Report to the Office for Civil Rights). His PhD degree from MIT's Department of Urban Studies and Planning was awarded in 1979.

**Gregory Saltzman**

an economist, teaches courses in personnel management, labor institutions, and employee benefits. Prior to coming to Brandeis he taught at Ohio State University and was active in the labor union of teaching assistants at the University of Wisconsin. His current research interests include unionism, collective bargaining, and labor law.

**James H. Schulz**

specializes in the areas of income maintenance, pension policy, and the economics of aging. Prior to coming to Brandeis he worked at the U.S. Office of Budget and Management and the University of New Hampshire. Prof. Schulz is a nationally known consultant on pensions and retirement policies—testifying before Congress, The President's Commission on Pension Policy, and the National Commission on Social Security. He has lectured throughout the United States, Iran, and the Far East. His publications include: *Providing Adequate Retirement Income*, *The Economics of Aging*, *International Perspectives on Aging*, and *Private Pensions—Their Effect on the Economics of Aging*.

**Donald R. Simons**

is an associate professor at Boston University School of Management, where he teaches special sections for health and public management students. His current teaching and research interests include managerial and cost accounting in non-profit organizations.

**John P. Spiegel, MD**

a psychiatrist, is director of the Training Program in Ethnicity and Mental Health. His teaching involves social psychiatry and ethnicity and mental health, with special emphasis on policies relating to mental health training and service delivery. A recent past-president of the American Psychiatric Association (APA), he is currently president of the American Academy of Psychoanalysis and the Mental Health Film Board. He has written an introductory chapter for a book about to be published, *Ethnicity and Family Therapy*.

**Stanley S. Wallack**

an economist, is director of the Center for Health Policy Analysis and Research. He taught at the University of Illinois (Champaign-Urbana) during 1968–70. From 1970 to 1975 he was the director of the Division of Health Resources in the Office of the Assistant Secretary for Planning and Evaluation (HEW). He was involved in legislative development, evaluations and regulations for health manpower, health planning, health facilities, biomedical research, as well as other program areas. From 1975 to 1977, he served as deputy assistant director of the Congressional Budget Office, for Health, Income Assistance, and Veterans Affairs. In that capacity he worked with Senate and House legislative staffs on a variety of issues, including welfare reform, social security financing, health manpower, child health, health maintenance organizations and health care cost containment.

**Alan Werner**

is an adjunct lecturer and research associate with the Center for Employment and Income Studies. In addition to conducting research in employment and training and income maintenance policy and programs, he has an interest in the history of social welfare and ethics and public policy. He teaches courses in the intellectual foundations of social welfare and in the ethical dilemmas of social policy. He has been the director of Heller School colloquia and seminar series in ethics and public policy and conducts workshops in ethical dilemmas in social policy.

**Irving K. Zola**

a sociologist, is primarily interested in the sociology of health and illness. He has edited several nationally prominent journals in the area, such as the *Journal of Health and Behavior*, *Social Problems*, *Social Science and Medicine* and *Sociology of Health and Illness*. He is frequent contributor to journals; has edited several books, including *Organizational Issues in the Delivery of Health Services and Poverty and Health, A Sociological Analysis*; and will shortly publish a series of essays entitled *Socio-Medical Inquiries*. Professor Zola has had extensive experience in clinical settings and has created counseling advocacy, and a resource center devoted to people with chronic disabilities.

# Board of Overseers

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<p>The Board of Overseers of the Heller School is appointed by the president of the University. The Board is a small working group that meets regularly to review the programs of the School and its needs. Members serve in an advisory capacity, helping to guide the School in the development of its programs, curricula, and faculty selection.</p>	<p><b>Charles Aaron</b> Attorney Counsel to Aaron, Schimberg, Hess, Rusnak, Deutsch, Gilbert Chicago, Illinois</p>	<p><b>David R. Pokross</b> Chairman of Overseers Attorney Peabody, Brown, Rowley and Storey Boston, Massachusetts Member, Fellows of Brandeis University</p>
	<p><b>Jack Bigel</b> President Program Planners, Inc. New York, New York</p>	<p><b>Irving W. Rabb</b> Vice Chairman of the Board Stop and Shop Companies, Inc. Cambridge, Massachusetts</p>
	<p><b>Harry P. Cain, II '71</b> Executive Washington Representative Blue Cross/Blue Shield Association Washington, D.C.</p>	<p><b>Jack Raymond</b> President Jack Raymond &amp; Company, Inc. New York, New York</p>
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